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Editorial

A Question of Survival

In the hurly-burly of world-wide conflict between the forces of totalitarian communism on the one hand and those of capitalistic democracy on the other, it behoves every man who can think and feel beyond the immediate clash of ideologies to bestir himself on behalf of those institutions that have for their aim the advancement of humanitarian ideals of justice and tolerance. The temptation to despair of ever bringing mankind to any sort of universal acceptance of the principles of Christian decency must be resisted. Hypocritical lip-service is no longer of any value—if it ever was. Either we believe in our professed standards or we do not. The forces of destruction are hard at work, hacking at every attempt at rehabilitation, frustrating every move toward peace, thwarting every attempt at stability and crowding every state in the world to the edge of the abyss. It is now no longer a question of ethics—it is a question of survival.

For those of us who bear the stamp of university education the crisis is acute. From time to time our Canadian universities have been branded at hot-beds of communism or atheism or agnosticism or of any other "ism" that happens at the moment to strike the public's attention. On the other hand, too, they are often accused of leaning too far to the side of reaction: they are said to be non-progressive: they, say others, are too prone to cling to the status quo. Unjust criticism is the result of misunderstanding and this in turn, if not corrected, will lead to complete estrangement. No honest person can fail to see that the educational structure of our time with the universities at its apex is the bulwark which must be made impregnable. Not all our people have had the opportunity to realize this but for those who have, the glove is in the ring and calls for action.

A very wise college president once remarked: "A college is no greater than its alumni." If this be so, and there seems little reason to question its truth, we must realize that every graduate who goes out from a university or college is the real measure of the contribution made to society by that school. He is, as it were, a "lengthened shadow" of the personality of the university from which he has received his hood. It is a heavy responsibility and far too many are failing to shoulder it. It is easy to forget that whatever he may be doing or wherever he may be living he is still an integral part of his college—still a cog in its mechanism—and of what value is a cog, even though it be infinitesimally small, if it does not mesh?

Our world is in dire danger: our civilization is in peril of self-destruction: in state after state freedom in whatever field is being jettisoned in favour of chaotic despotism. It behoves every university graduate to realize and consciously satisfy himself that he, in his community, is *his university*.

Editorial

The John Howard Society of Alberta

The London Times has quite recently expressed approval of the reform of the penal code which has just become statutory in Great Britain and has offered its warm congratulations to Mr. Chuter Ede for his contribution toward solving one of society's most vexing problems.

The Times especially commends the flexible plan laid down by the new code for the reformation of young offenders, deterrence for the middle classes of offenders and prevention for the confirmed criminals.

The cause of prison reform is receiving an increasing amount of attention in Canada, too. While the conditions in our goals have never been so barbarous as they have in some of the older countries, there is plenty of room for improvement. There is, too, grave concern being manifested over the conditions that hamper the thorough rehabilitation of offenders, and the John Howard Society of Alberta, organized last spring, is the result of serious reflection and debate covering a period of many months. Prisoners' Aid Societies under various names now exist in six provinces, and it is gratifying to note that the others are all busy now with the work of organization.

The purposes of the John Howard Society of Alberta are: (1) to help discharged and paroled men and women to re-establish themselves, (2) to befriend the first offender, (3) to work for just legislation as to Court procedure and penal administration and for just treatment of prisoners, (4) to guide and help mothers, wives and children of prisoners, and (5) to seek to remove or remedy conditions which lead persons into crime. Worthy as these aims are, one of this society's first steps should be to create an informed public opinion in Alberta so that prejudice on the part of employers and employees against discharged offenders may not hamper the work of profitable rehabilitation and so that public support may be rallied to the acceleration of the work of prison reform now going on in Canada.

The John Howard Society of Alberta is organized around the judicial districts of the province. In each of these a council is provided and functions under the guidance of a provincial board of directors consisting of twelve members elected at the organization meeting and representatives from the district councils. A full-time executive secretary who is a fully trained social worker and a specialist in penology is employed by the society, and part-time liaison officers are employed in Lethbridge and Edmonton. The business of these latter is to contact prisoners before their release, assess their potentialities for employment and pass on to the members of the society in the district to which the prisoner will return, full information which will assist in his satisfactory re-establishment in society.

The president of the board of directors is G. B. Henwood, K.C., of Edmonton. Messrs. H. E. Howard (Calgary), E. D. Fryett (Lethbridge), Hector Lang (Medicine Hat), are vice-presidents. Campbell Fraser (Edmonton) is honorary treasurer. The other members are as follows: from Edmonton, Mrs. E. W. S. Kane, Dr. D. E.

Smith and R. M. McCrimmon; from Lethbridge, Dr. F. M. Schmaltz; and from Calgary, Mrs. J. D. Williams, A. W. Hobbs and R. H. C. Cooper. Mr. W. W. Blackburn is the executive secretary. The chairmen of the various districts are: T.W. Lawlor, K.C. (Grande Prairie), R. W. Manley, K.C. (Wetaskiwin), Dr. R. M. Parsons (Red Deer), Hector Lang (Medicine Hat), E. B. Wilson, K.C. (Edmonton), A. B. Hogg, K.C. (Lethbridge), Right Rev. A. H. Sovereign, Bishop of Athabasca (Peace River), H. S. Hurlburt, K.C. (Vegreville), and Rev. Geoffrey Flagg (Macleod). At present councils in Calgary and Drumheller are in process of organization.

This society is worthy of the support of every citizen who is interested in social welfare. It should have no difficulty in enlisting particularly the support of the alumni of the University of Alberta. They are the persons in each community through whom the society might most justifiably expect to make its influence felt, and it is to be hoped that the interest shown in this most commendable enterprise will be commensurate with its value to society in general.

We record with deep regret the recent death of two graduates of this university: Dr. H. C. Newland, LL.B., M.A., B.Ed., Ph.D., and R. Howard Dobson, B.A., M.A.

Dr. Newland was a former supervisor of Schools for the Department of Education and held in addition the post of president of the Northern Alberta Teachers' Association, president of the High School Teachers' Alliance and representative of the Edmonton School Board and member of the Canadian Teachers' Federation.

Mr. Dobson was a member of the first graduating class of the University of Alberta and was active in education circles until his retirement in June of this year. He was first principal of Queen Alexandra School in Edmonton, principal of Lethbridge High School from 1913 until 1919 and a school inspector until 1923. From that date until his retirement he was on the staff of the Victoria High School in Edmonton. He was a past president of the Alumni Association.

Dr. Newland and Mr. Dobson will be greatly missed in the ranks of the Alumni of this university.



Dr. Robert Newton, President of the University

SED QUID HOC? Canadam reliquimus, neque florentissimam provinciae Albertae Academiam visitavimus? Pro pudor! Tapete magico in reversionem acto quam celerrime revertamur, ut Praesidem eius insignem salutemus. Varronis et Columellae successor et heres (sed quantum arte et scientia opulentior!) inter eos eminet qui agriculturae suorum et rei pecuariae consulunt, quibus fames non a Canadensibus solum sed ab Europaeorum multis his temporibus amovetur et arcetur. Neque artium liberalium, quibus animus reficitur, neglegentior, de museo Edmontonensi optime meritis inter curatores etiam tabularum pictarum numeratur, quas ad civium delectationem conquisitas Respublica Canadensis exponit.

Duco ad vos Regiae Societatis apud Canadenses Sodalem,
ROBERTUM NEWTON.

(Citation by Dr. Keith Guthrie, Public Orator, University of Cambridge).

The President Visits British Universities

Dr. Robert Newton returned recently from the British Commonwealth Universities Congress, at which he and Dean R. M. Hardy, of the Faculty of Engineering, represented the University of Alberta.

Over three hundred delegates from Commonwealth Universities met for the week of July 19 in Oxford University. Some eighty-five executive heads of these universities held a preparatory conference the preceding week in Bristol University. Weekend gatherings of a substantial number of the delegates were also held in London and Cambridge.

Canada's delegation included representatives of sixteen universities. There were also strong delegations from Australia, New Zealand, South Africa, India and Pakistan, and representatives of Ceylon and the colonial universities. Both northern and southern Ireland were represented, universities in the latter country having maintained their association with other British universities. The Hebrew University of Jerusalem had a delegate present, the invitations to the Congress having been issued prior to the withdrawal of Britain from Palestine. Members of the Congress were glad to welcome observers from the United States. Some of these spoke by invitation, and made helpful contributions.

Substantial grants from the Carnegie Corporation and the Nuffield Foundation, and the hospitality of the British universities, greatly reduced the travel expenses of delegates and made possible this very representative gathering.

The Earl of Halifax, Chancellor of the University of Oxford, opened the Congress officially with a scholarly address in which he dwelt on the responsibilities and opportunities of the universities in these serious times. At a luncheon which followed, the Right Hon. Herbert Morrison, Lord President of the Council, welcomed the delegates on behalf of His Majesty's Government.

The Universities of Bristol, London, Oxford, and Cambridge all held special Congregations to honour the Congress by conferring degrees upon a few of its members. Dr. Newton was one of the little group receiving honorary degrees at Cambridge, in his case the Doctor of Science degree.

Field Marshall Smuts, Chancellor of the University of Cambridge, could not attend because of distance. It is indeed not customary for Chancellors of British universities to attend Congregations except upon very special occasions. It was therefore a signal honour to have the Earl of Athlone, accompanied by H.R.H. the Princess Alice, preside in person at the London function, and Mr. Winston Churchill at Bristol. The Hall of Congregation at Bristol had been gutted by fire bombs, with the loss of its magnificent oak roof, wall panelling, pipe organ and other furniture. Meeting there with the delegates under a temporary roof, Mr. Churchill recalled that on the last occasion he had presided as Chancellor, members of the Faculty came in with academic robes pulled on over the wet and soiled khaki garments in which they had been fighting the fires still raging in neighbouring university buildings. "Needless to say," added Mr. Churchill, "the ceremony was conducted with complete decorum and formality."

The so-called Quinquennial Universities Congress had not met since 1936, owing to war and post-war conditions. First attention was therefore given to reorganization, including revision of the constitution to bring it into line with political and other changes. The organization will be known in future as the Association of Universities of the British Commonwealth. The headquarters will remain in the Universities Bureau in London, which also serves as the secretariat of the local organization of British universities. The Bureau issues the annual Yearbook of the Commonwealth Universities, a useful handbook for Registrars, especially in connection with the interchange of students. The London office will continue to serve overseas universities in making known and securing candidates for such teaching positions as are open to empire-wide competition.

The Congress will meet every five years as heretofore, occasionally perhaps in Dominion centres rather than always in the Mother Country. In any event, the annual conferences held independently by the Universities of each dominion will in future be thrown open to university visitors from other dominions who can arrange to attend. For example, the National Conference of Canadian Universities in 1949 is practically assured of visitors from Great Britain, Australia, and South Africa, who had already projected visits to Canada and now plan to time these so as to take in our conference. In this way it is hoped to maintain closer collaboration between the Commonwealth universities during the intervals between quinquennial congresses.

Interchange of post-graduate students and junior staff members for periods of one to three years received a great deal of attention as a desirable way of sharing facilities and skills and of broadening the training and experience of those participating. Travel costs appeared the chief obstacle, but some encouragement on this point was received from the British Council and various foundations. It was hoped that governments might also be persuaded to support the scheme, since this kind of cross-fertilization seemed bound to lead to more vigorous and healthier growth.

The relations of the state and the universities was the subject of a full morning's discussion. The private universities seemed to fear the possibility that state support might result in state interference with the traditional freedom and autonomy of the universities. Representatives of the state universities pointed out on the other hand that private donors were even more likely to attach restrictive conditions to their gifts. All speakers agreed that the expanding size and costs of the universities made it impossible to carry on without state aid even private institutions which were originally well endowed, and that all universities must stoutly maintain the autonomy so essential to the untrammelled pursuit and propagation of objective truth.

The impact of technology on society and the duty of the universities to foster and protect cultural values, was perhaps the most challenging of the subjects before the Congress. Professor MacMurray, the Edinburgh philosopher, in opening the discussion pointed out that we must assimilate modern science without sacrificing the cultural tradition which is the inner unity of the life of our civilization. The university, he said, should make itself the gravitational centre of the contemporary cultural life of the community it serves. The remarks of other speakers showed

concern about the increasing dominance of the professional faculties, with their emphasis on the more "practical" subjects as contrasted with the traditionally cultural subjects of the original Arts faculty. There was general agreement on the need for special care to ensure that professional courses are truly educative and not merely good technical training. It was conceded, of course, that any subject can be cultural if well taught.

Closely related to the foregoing was a discussion on the balance between research and teaching in universities. The Indian delegates advocated the establishment of separate institutes for research, but majority opinion held the discovery of new knowledge to be coequal with teaching as a function of the university and indeed to be an important stimulus to good teaching. In other words, teaching and research are complementary and fructify one another.

As the Congress dispersed, the delegates felt that the direct personal contacts it had afforded would not only promote inter-university co-operation but would prove an important unifying influence, strengthening the British Commonwealth as a cornerstone on which to build a still wider unity.

The unlimited and self-denying generosity of the universities and colleges which entertained the Congress effectively concealed from its members the austerity under which the British institutions laboured. The scope of their hospitality was indeed symptomatic of the victorious spirit of the British people, which commanded the affectionate admiration of the delegates.

—Courtesy of News Letter.

**CITATION OF THE PUBLIC ORATOR
UNIVERSITY OF LONDON, JULY, 1948**

Chancellor, I present to you Professor James Bertram Collip. With the University of Western Ontario our University here feels a deep kinship and understanding. The name of London itself unites us, the visit of our Vice-Chancellor and the reports which he has given us have made this University, with its setting, among the most beautiful in the whole of Canada, an institution which we have come to know with a real intimacy. Outstanding among the Faculties of the University is that of Medicine, and distinguished in these studies has been Professor Collip, Professor of Medical Research and Dean of the Faculty of Medicine. Professor Collip's contributions to a number of medical investigations have gained international prominence, and among the most important results of his labours is his share in the biochemical and clinical advances connected with the early work of insulin, and his elucidation of a number of problems connected with the parathyroid gland. These studies he has continued into other fields with unremitting labour, and his work as a teacher and as a research worker has been associated with a number of Universities in Canada.

I request you, Chancellor, by the authority of the Senate, to admit James Bertram Collip to the Degree of Doctor of Laws, **honoris causa**.

The Penal System of Canada

Douglas E. Smith

There is a widespread interest on the part of thoughtful Canadians in Canada's penal system. It is natural that there should be. A penal system that really succeeded in reclaiming criminals would be an incalculable asset to any country: it would reduce the loss of public and private property which results from criminal acts; it would produce a number of useful citizens out of social misfits. Then, too, the penal system costs the Canadian taxpayer a considerable sum every year; it is reasonable that he should be interested in the institutions on which this money is spent. On several counts, therefore, the Canadian penal system is important to Canadians; hence this review of some of its features.

Under our federal system of government, there is division of the control of our penal institutions between the Dominion and Provincial Governments. Seven penitentiaries are under the control of the Dominion government; of these, one serves the Maritime provinces, one is in Quebec, two provide for Ontario and one for Manitoba, a single one serves both Saskatchewan and Alberta, and one is in British Columbia. The inmates of these penitentiaries are all serving sentences of two years or more.

The control of prisoners sentenced to terms of less than two years rests with the provinces. As is to be expected, provincial institutions vary widely. In most provinces there are common jails maintained by cities or municipalities, in which are found accused persons awaiting trial, prisoners serving short sentences, and occasionally those serving up to "two years less one day." Usually there are, in addition, provincial institutions of various kinds, including jails, prison farms, reformatories, industrial schools for juveniles. In Alberta we have no common jails, but there are two provincial jails: one, for men and women, is at Fort Saskatchewan; the other, for men only, is at Lethbridge. Most provinces maintain some institution for juvenile delinquents, but there is none in Alberta; nor is there a reformatory or prison farm in this province.

Few citizens realize the kind of life led by convicts in prisons. There have been movies, articles in periodicals, and popular books concerning prisoners in the United States, but little has been published about those in Canada. The best picture is given by the most recent Royal Commission to investigate our penal system, whose report (the so-called Archambault Report) was published in 1938, together with the annual reports of the present Commissioner of Penitentiaries. Even these official reports do not give full realization of conditions; their account must be supplemented by details which can be provided by those who have been fortunate enough to visit and inspect a prison (or unfortunate enough to live there).

We are happy to present to the readers of **The New Trail** the first in what we hope will be a series of articles by Dr. Douglas E. Smith, M.A. (Queen's), Ph.D. (Harvard), Associate Professor of Psychology at the University of Alberta. He is also one of the members of the Board of Directors of the John Howard Society of Alberta and a keen student of all matters pertaining to social welfare. Dr. Smith speaks with the voice of authority and we hope that this challenging article will call forth a wide-spread response.

Life in a penitentiary is dominated by rules, some of which are apparently intended to add to the deterrent effect of a prison sentence, some of which are required to prevent escape, and some of which were designed to promote reformation of the inmates. A prisoner sleeps, eats, and rests in his cell, which is a small room furnished with a bed, table, toilet, basin, and shelf for his few personal effects. On Sundays or holidays, or if he cannot be employed for any reason, the inmate stays in his cell the whole time, except for brief periods when he marches to get his food and brings it to his cell to eat, or when he is marched out for exercise or for religious observances.

In all Canadian penitentiaries, the "rule of silence" is enforced, except for certain periods prescribed in regulations. That is, prisoners may not talk to one another at work, in their cells, or in any other part of the prison, except during the specific periods mentioned. Convicts may smoke only at times specified in regulations. Until recently, there was little recreation other than reading, and little exercise other than physical training; the present Commissioner reports, however, that frequent movies, daily radio broadcasts, and more and pleasanter exercise have been provided. There are libraries in every penitentiary, and prisoners who make full use of them, and of the available educational facilities, can decrease the amount of silent idleness which rest in the cell involves. Unfortunately there are many convicts of low education, who cannot or will not make use of the facilities for education, to whom this type of recreation is of no use.

There is usually work for almost all the prisoners in a penitentiary. Contrary to popular belief, instruction in trades has not been the rule, but there are some workshops requiring (and frequently developing) skilled men, and there is also work on the prison farm, maintenance of old or building of new buildings, and the usual housekeeping duties. There are many factors which limit the kind and amount of work that can be done by convicts, and the problem of providing satisfactory work is one on which there is little agreement among penologists, among legislators, or even among citizens at large. An interesting paradox is the widespread opinion that prisoners should work, but an equally widespread reluctance to allow the products of their labour to compete with the produce of law-abiding citizens.

Prisoners in penitentiaries are paid for their labour, but no one could call their wages inflated. For each day of satisfactory work, the prisoner receives five cents. If he is in hospital, or if there is no work for him, he does not get paid at all. His pay can be stopped if his work is not satisfactory; he may lose pay for offences against prison regulations. He may use not more than half of the pay he receives to buy approved luxuries. The remainder is kept and handed to him when his sentence has been served; even though he may not have earned that much, a prisoner is always given a minimum of ten dollars on release.

For good conduct, a prisoner's sentence may be shortened, on a fixed schedule; this process is called remission. A convict earns up to six days of remission per month until he has earned seventy-two days remission; then he earns up to ten days per month. He is paid, on discharge, at the full rate of five cents per day for all of his remission, but he is not permitted to draw on this money during sentence. He does not earn remission if his conduct ceases to be in accord with

prison regulations, and he may be sentenced, for offences against those regulations, to lose remission already earned.

As an example, let us consider a man sentenced to seven years, who is fully employed throughout his sentence, and is an exemplary prisoner. He will earn the full 792 days of remission due on a seven-year sentence, and hence will be released after serving four years and ten months. If he has been a reckless spender, and has drawn the full one-half of his pay he is allowed to draw, he will be handed \$83.68 on discharge; if he has been completely frugal, and has drawn never a cent of his pay, he will receive the full \$127.75 which he has earned.

There is another way in which a man may be released before the end of the sentence awarded him; this is by parole. A parole board reviews the case history of a convict and may, if satisfied that the prisoner is reformed, recommend his release without reference to the amount of time yet to be served. It should be remembered that in parole the question of the convict's reformation must be considered, remission, on the other hand, is a statutory return for good conduct, and many a model prisoner is awarded the usual remission while recognized by all concerned to be likely to resume criminal activities on release.

These are but a few examples of penitentiary regulations, but they will serve to illustrate the rules which govern the lives of convicts. Some of them will seem to be eminently reasonable, or at least expedient; others will be considered by most thoughtful citizens to require justification. It will be difficult to find such justification in the principles of penology; on the contrary, it will seem that some of them are relics of a system of penology which is long out of date.

It was only about a century and a half ago that prisons emerged from the dungeons of the middle ages. Late in the Eighteenth Century the great English prison reformers, John Howard and Elizabeth Fry, wrote widely of their visits to prisons and aroused public feeling against the miserable hovels they described. English political theorists and jurists, such as the famous Sir William Blackstone, Sir William Eden and Jeremy Bentham introduced a plan to build new prisons, in which there would be individual cells, the rule of silence and helpful labour, but these efforts were interrupted by the Napoleonic Wars. About the same time such methods were introduced in two great prisons in the United States, and in spite of early failure in each of them, the system spread widely.

The theory underlying the use of cells (rather than a kind of barrack-room or dormitory) and the establishment of the rule of silence is interesting. It was recognized 150 years ago that first offenders who came in contact with hardened criminals were instructed in the advanced techniques of crime; it was thought that the rule of silence would prevent such contamination by eliminating the means of communication. Similarly, plots would be prevented. The opportunities for changing the state of mind of the prisoner would be greater; living in silence, the convict "would inevitably reflect upon his sins and resolve never more to return."*

*From J. L. Gillin, **Criminology and Penology** (3rd edition), published by Appleton-Century Co., 1945. This book gives an excellent survey of the problems and principles of criminology and penology.

The survival of the rule of silence is difficult to explain. Admittedly it reduces the contamination of the first offender by the older criminal, but in any prison where these two groups are mixed, no rule can entirely prevent such contamination. The solution of that problem is segregation of the two groups. Probably the rule of silence makes for easier prison administration. But the other purposes of the theory seem not to have been served. Organized prison breaks and riots have occurred in spite of the supposed lack of communication; habitual criminals return again and again to prison in spite of the opportunities for reflection.

The cell system is taken for granted by most Canadians, but it is not entirely satisfactory. Admittedly cells are a great improvement over the living accommodations described by Defoe or Dickens. Yet the cell system, as opposed to clean, properly conducted dormitories, does the inmate little good unless there is reasonable opportunity for working with other inmates, taking part in group recreation, and generally associating with his fellows. In 1938, the Canadian convict normally sent sixteen hours in his cell every weekday; on Saturday afternoons, Sundays and holidays (which often follow Sundays) the prisoner spent his whole time there in silence, often in idleness. It is reported "that after this period the depressing and antagonistic attitude of the prisoners was quite apparent."*

These comments on two of the typical regulations in Canadian penitentiaries are intended to illustrate the need for continual re-examination of the penal system. Many changes have been introduced in prison systems for admirable purposes; but in fact, those purposes have not always been served. Penology is yet in its infancy; principles and theories of penology have not been fully developed. When regulations are planned in accordance with such principles, it is to be expected that some of them will have to be modified as a result of experience. This situation places great responsibility on prison authorities to be alert for new methods, but always flexible in their application. Changes in prison rules should be measured against the unyielding yardstick of results.

In Canada, until recently such an attitude was certainly not to be found. Let us consider, as an example, the problem of the depressing effect of idleness in cells on Sundays and holidays. In 1920 a committee, appointed by the Minister of Justice to review penitentiary regulations, recommended that a convict be permitted to be out of his cell for at least three hours on such a day; the Archambault Report expressed its belief "that this recommendation should long ago have been put into effect." Yet it was not until after the present Commissioner of Penitentiaries was appointed in 1946 that there was any relaxation of previous regulations on this point.

Canada's penal system and the officials who administer it have been the target of much penetrating criticism. A series of Royal Commissions and Committees has investigated these matters; the culmination was the Royal Commission of 1936, headed by the Honourable Joseph Archambault. This Commission studied the principles of criminology and penology, studied penal systems in other countries, and investigated every phase of the organization and administration of our penal system. Its report, presented in 1938, is a most searching document.

*From the Report of the Royal Commission to Investigate the Penal System of Canada (usually called the Archambault Report), published by the King's Printer, 1938.

The Archambault Report found much to criticize, and little to praise. Space does not permit a summary of its findings; any interested reader will find them well worth study in detail. An indication of the findings, however, may be given by a summary of the eighty-eight recommendations for changes in the penal system. The report recommended a complete reorganization of the administration of penitentiaries, as the only possible method of correcting the administrative errors it revealed. Among the changes in organization considered necessary were more careful selection of prison officials, introduction of a system of training and increased pay. There were many specific recommendations for changes in details of prison regulations. Classification of prisoners according to their assets and needs for reform was advocated, with development of a wider range of institutions for reform. A reorganization of the methods of reformation was thought necessary; this would include increased facilities for vocational and academic education, more and better facilities for recreation, and expansion of the system of prison employment. The appointment of trained social workers as probation officers was recommended together with general extension of the probation system to adults. Certain changes in the criminal code and judicial procedure were suggested. Finally, a more satisfactory method of providing for the rehabilitation of prisoners on release was recommended.

Not for the first time in the history of penology, revision of the penitentiary system following this report was interrupted by war. After the close of the War Major-General R. B. Gibson was appointed Commissioner of Penitentiaries. Following his appointment, many changes have been made in which the spirit of the recommendations contained in the Archambault Report has largely been followed. A system of classification of prisoners has been introduced, and plans are underway to reorganize penitentiaries in order to segregate the more reformable from the less promising convicts. A training course for prison guards has been introduced. Many of the recommended changes in regulations have been made; among them are better recreational facilities, some relaxation of the rules of silence, and more satisfactory exercise. Improved use of the penitentiary farms has been made possible. Arrangements are being made to introduce vocational training on a large scale. Thus there is every reason for Canadians to congratulate themselves on the progress made by General Gibson in carrying out the recommendations of the Archambault Report.

Not all of those recommendations have been implemented, however. The first departure from them was the appointment of a single Commissioner, with subordinate officials, instead of the three-man Commission advocated in the report. The most conspicuous, as well as the most lasting, lack of agreement between the Report and the system now developing is the lack of central control. The Archambault Commission felt that it was necessary to place provincial penal institutions under the Federal government if complete success was to be achieved; this would involve Dominion-Provincial agreements which seem difficult, if not impossible, to arrange.

It is regrettable that this recommendation of the Report cannot be carried out. Provincial institutions do not have the features of penitentiaries described above. There are various systems in effect: but in general, prisoners in provincial jails

do no useful and productive work; have no facilities for vocational training, academic education, or recreation; receive no pay; and receive no money on discharge. Yet these are the institutions which deal with the petty criminals, those given short sentences for minor crimes, very often those who are in the early stages of a criminal career. It is at this stage that methods of reformation are most likely to succeed, and therefore it is in the provincial institutions that changes are most desirable. It is to be hoped that provincial governments, independently, will take the necessary steps to reorganize their own penal institutions. The Province of Saskatchewan has led the way; a Royal Commission has done for the provincial system what the Archambault Report did for the federal penitentiaries, and a start has been made on the necessary changes.

There is one further departure from the Archambault Report in the Federal Penal System. The Canadian Government did not implement the proposal that the rehabilitation of the prisoner following his discharge should be under the control of a central authority. It has decided instead to encourage the development of independent societies for the aid of prisoners; part of this encouragement takes the form of grants which assist them to meet their financial commitments. This decision seems to be a wise one, because it avoids any suggestion of interference with the civil liberty of a released ex-convict.

This step recognized the great importance of after-care of prisoners. A man who returns from prison must find a job, and often a place to live. He must overcome the prejudice against ex-convicts widely found among employers and workers alike. If he has learned a trade, he must buy tools; usually he will need to buy clothes. In all of these things the existence of an organized prisoner's aid society is of great benefit to him. Such a society undertakes an organized drive to combat the prejudices against such a man, and to obtain a job for him. It may supplement his meagre financial resources. Above all, it can continue the good work of reformation begun in the penitentiary by assisting the man to find wholesome forms of recreation, meet the right type of companions, and generally complete his adjustment to society.

Such societies are now to be found in most of the provinces of Canada. In Alberta, this work is done by the John Howard Society (named after the great English prison reformer), which was formed in April, 1948.

The future of Canada's penal system seems more rosy than the past. The conditions revealed by the Archambault Report were disgraceful; but Canada was not alone in possessing an unsatisfactory penal system. All the countries of the world maintained reformatories that did not reform criminals, and penitentiaries that did not render their inmates penitent. The time has now come when Canada can show the way to other countries. In institutions under the control of the Dominion authorities, the necessary reorganization is taking place. Most of the recommendations of the Archambault Report are being implemented, and failure to put some of them into effect seems to be the result of a plan to proceed slowly and carefully, rather than of a lack of sympathy with the principles involved. If this reorganization goes forward, under the control of enthusiastic and capable men, Canadians have nothing to fear. The best guarantee that it shall go forward is the support of alert and well-informed citizens.

Psychomatics You Say?

By A. L. CALDWELL

"Myself when young did eagerly frequent
Doctor and Saint and heard great argument,
About it and about, but evermore,
Came out by the same door whence in I went."

On a cloudy afternoon in October, 1908, I took the long walk with the late beloved Dad Ottewell and some others from Alberta College North via the low level bridge and the Strathcona Hill to the old Oddfellows Hall about two blocks south of Whyte Avenue where there was to be held what must have been one of the earliest convocations of this University. Had I been endowed with foresight I think there is very little doubt that I should have turned about at that corner where Premier Rutherford's jersey grazed in solitary happiness and have gone home again. Thereby I might have been spared the labor of attempting to establish a meeting of minds across that polished oaken space which separates the patient from the physician. A New York fight manager who experienced the unutterable anguish of having one of his fixed bouts go sour bitterly exclaimed afterwards, "I should of stood in bed." Better, perhaps, it would have been for me had I "stood in bed" that day, for from it came the urge for a university education and from that ensued my present situation.

What impels the patient to consult the doctor? The causes are a varied group reminding one of that good old meat dish, mixed grill. Some come for help, as the man with the broken leg or the ruptured duodenal ulcer. Some come for reassurance, as the woman who fears that she may have some serious disease. Some, and they are often the possessors of some form or other of prepaid insurance, come for that most revolting of reasons to a harrassed practitioner, the "check-up." The check-up deserves a word or two to itself. The person desiring it is usually as healthy as the proverbial horse. The millions of medical man-hours wasted on it will never be known but they must be enormous. When requested it generally has the adjectives good, thorough or complete attached, any one of which is enough to curdle what might otherwise have been a beautiful friendship. They are almost a tacit challenge to the party of the second part to do his worst. Then in Saskatchewan we have another group, consisting in large part of old age pensioners, recipients of mothers' allowances, blind pensioners and wards of the Government who are given cards entitling them to so-called "free" medical, dental and hospital care. One of the thought-provoking sights of the day is to see these elderly folk with shiny new glasses and shiny new teeth, for they all have them, regardless of how satisfactory the old ones might have been, bringing out the magical card which they hope will restore their youth and vigor, among other things. Some of these come for genuine health reasons but some, God help them,

A. L. Caldwell, M.D.C.M. (McGill), M.D. (Alberta, ad eundem) is one of the early students at the University of Alberta. After weathering the drought and depression in Southern Saskatchewan for many years he joined the R.C.A.M.C. as surgical specialist and officer commanding several military hospitals. Since 1945 he has made his home in Saskatoon, where he carries on a general surgical practice, lectures in the Department of Surgery of the University of Saskatchewan and acts as consulting surgeon for diseases of the skin and soft tissues to the Saskatoon Cancer Clinic.

purely for social chat and the sight of a new face. What might be called the more itinerant types have been known to visit four offices in the same afternoon. Life in a single house-keeping room on a thirty-five dollar pension may truly be said not to be a dizzy social whirl and may need any spicing which can be obtained. Then lastly there are those who come for advice which perhaps could better be procured from a lawyer or a clergyman but which almost invariably is first sought from us.

What causes the patient to seek the particular doctor he finally chooses? Availability, perhaps. Many would-be patrons are discouraged by an appointment for a fortnight hence. Reputation, perhaps. They know someone who knows you, or their aunt knows you, or, conversely, they know your aunt. Because you are a specialist, perhaps. Because you are a general practitioner, perhaps. Many times, though, I think it is by the age-old process of eeny, meeny, miny and mo, with the list of names in the lobby of your office building. It could well be that for final effectiveness one method is as good as another.

Having got the patient what can you do for him? First and most important you can listen to his story. I have sometimes advanced the opinion that the ideal physician would be a large, receptive ear, with an attached voice apparatus which would murmur soothing and interested sounds from time to time as the patient talked. Then at the end, perhaps, another attachment would disgorge a pleasant pinkish mixture and all would be sweetness and light and no harm done. The stories must be listened to, though. I recall being called in 1925 to a ranch sixty-five miles away where a little boy was ill. He was not very sick when I arrived but there were two grandmothers present. Grandmothers are always of paramount importance. I remember our wise old professor of obstetrics at McGill saying, with regard to an abdominal binder for post-partum patients, "Put it on, gentlemen. It will make the grandmothers feel better." One of these old ladies immediately commanded my entire attention. "He was a very sick child, Doctor. The pulses (sic) were gone clear above the elbow and I had to rub them back with hot whiskey." Repressing an errant thought as to the profanity of such an employment for such an elixir I assured her that that was the only sensible thing to have done and then only were we able to look into what had brought me there. For a different type of story consider this from a German prisoner of war camp in this province:

"In the course of a playful romping, on 19 June 45, *in which I myself did not participate*, I received accidentally a punch on my neck. Blood was immediately emerging from my mouth and I had rather difficulty in swallowing and speaking."

Besides what might be called the synthetic employment of the English language it demonstrates anew the fundamental truth that it is always the innocent bystander who gets it.

The stories are of great interest in their own right. Some commence with "loud alarums", a number and diversity of complaints and in general, "sound and fury, signifying nothing." Some set the tone for the whole episode, as the lady who told me that her previous doctor was ruining her entire life by telepathic hypnosis. The really ominous ones open so quietly: "Doctor, I have a little lump," (or pain or sore or bleeding). Then one knows that indeed a serious battle is to be joined.

As we see in our hospital the majority of the cancer cases from half a province these are much too frequent for our peace of mind.

Having heard the story through, a moderate amount of judicious enquiry must be made, the examination done, and then ensues the problem of treatment. In this field lies the major part of the true art of medicine. It has been said of the English that the more they change the more they are the same. Perhaps this also could be said of the treatment of the sick. The straight forward cases receive whatever it is that they may require but what may be called the problem children are "something else again." At one time vapours were considered to be the cause of much of our miseries, then nerves, then, as physiological knowledge progressed, glands, ductless or otherwise. Now the fashion is to put the blame on that good old receptor, the brain, with a thrown-in admixture of heredity, environment and the mind-wounding happenings of the long, long ago. Those who suffer in this fashion are known as psycho-somatics. They are not physical cases, nor are they purely mental or psychiatric cases but they inhabit that half-world or never-never land in between. They pose a very real problem because though not in the strict sense sick they are not well and they *do* require treatment. The first requisite is to gain their confidence, then give them kindness, patience and understanding. They require reassurance, bolstering of self-esteem, placement in suitable environment, ample recreation and numerous and varied forms of treatment, something impressive, if possible. Here it was that the bitter mixtures of our forefathers had their uses. They were revolting, therefore they must be helpful. In this field, too, the late Dr. Abrams flourished. Your blood went into a machine which showed that you had syphilis, cancer, tuberculosis or sundry other diseases and, so conveniently, measured them in ohms. Then, by a swift and miraculous shift in function the machine proceeded to cure these conditions and the patient left feeling literally like a new man. Financially he was merely the old one scaled down. This is really the ancient Greek catharsis or the biblical casting-out of devils and equally useful. Thus one of the most valuable of present-day tools would be a machine with heat, lights, sparks, bells and, if possible, a few thermionic tubes, capable of numberless permutations of modalities so that interest would not easily wane, and be quite mysterious in its action. A new and helpful weapon has arisen lately with the emergence of the injectable ampoule and its complex contents. These are most useful and especially so if the injection is painful. A bow must also be given to the vitamins and their increasingly complicated nature. If B1 is good B20 cannot help but be much more so.

One must never be led down the easy primrose path of surgery in these cases. Operations have a salutary, temporary effect but it does not persist and there is a limit to the organic sacrifices which can be made. There is not, too, the "out" which was available to the armed forces. The armed forces, of course, always had an answer for every situation. When all else, medical and surgical, had failed, a notation was made on the man's papers, "Refer to psychiatrist." What happened after that one never knew but there lingered a suspicion that the civilian population shortly received a new increment. Now that there is no convenient receptacle of this sort into which to cast these cases it remains to be seen if a race of psycho-somaticists will evolve who will be able to give them the help they need and retain them as at least moderately useful members of society.

Place Names in Canada

By M. S. KERR

Something has been written about place names in Canada, but not much. This is in the nature of the case. Many of these names are of historic interest, some are of local interest, but the origin of the great majority is unknown, and were it known it would be of small importance. Nevertheless, many of these names are intriguing, and even a superficial study of the map of Canada may not only be a pleasant pastime, but may even produce some rather surprising results.

Some of these names may conjure up memories of other lands and other days. To some they may recall the roar of teeming cities, or the hush of a cathedral close, the peace of thatched thorpes, or the glory of gay gardens in "England's green and pleasant land." To an exile from Erin, these names may bring back memories of the rock from which he was hewn, the pleasant fragrance of blackthorn blossom, the clinging odour of burning peats, reviving the nostalgia of the Kerry dancers. To a Scotsman they may recall the whirr of the grouse, breaking "the sleep that is among the lonely hills," the shaggy wood and the cressy burn, or the auld clay biggin and the stately shrine that mark the birth and death of worthy men. And for a native son of Canada they may represent:

The harvest of a quiet eye
That broods and sleeps on his own heart.

Beginning with our new prospective province of Newfoundland, we find there the most enchanting names imaginable. We are apt to think of the old island colony as a land of icy blasts, but its place names indicate, as nowhere else, that there abound warm hearts and cheerful hearths. Where can one find such intriguing place names as Cupids, Heart's Delight, Heart's Content or Little Heart's Ease? Little Harbour Deep, Come-by-Chance, Nipper's Harbour, Gaff Topsail, Exploits and Happy Adventure suggest school boy expeditions, while Pistolet Bay, Spanish Bay, Deadman's Bay, Fortune Bay, Confusion Bay, Gold Cove, Wild Cove, Noggin Cove and Gallows Cove are reminiscent of tales of derring-do or piracy on the high seas. If you wish a novel address you may find it in Newfoundland. Its hospitable inhabitants seem to have some to suit all tastes.

Place names in the Maritimes must, I think, be the "bete noir" of the uninitiated broadcaster, and what they are to an ignoramus like me may be concluded from a little scheme I have evolved for their pronunciation. I conceive that they belong to the realm of poetry, rather than to prose. Accordingly I have arranged a few of them in stanzas. Some trouble may be experienced with the scansion at first, but with a little perseverance the correct rhythm will soon be attained:

Dr M S Kerr is another early graduate of Alberta. We were going to say "old graduate" but feared a misunderstanding. A short summary of his career appeared about a year ago in the Trail Blazers section of **The New Trail**. Dr Kerr is now residing in Toronto at 478 Eglinton Avenue E. If any readers of this article should have any difficulty with the jingle on Maritime names, we urge them to write to Dr Kerr at that address, and not to the editor. We have tried it forward and backward, right side up and up side down and it still sounds the same.

Magaguadavic, Tatamogouche,
Margaree, Cogmagun, Antigonish,
Quispamsis, Jolicure, Tasbusintac,
Upsalquitch, Shigawake, Escuminac.

Whycocomagh, Pokiok, Richibucto,
Paspebiac, Digdeguash, Oromocto,
Musquodoboit, Stewiacke, Apohaqui,
Kouchibouguac, Baccaro, Boularderie.

Shubenacadie, Shinimicas,
Aroostook, Chebogue, Mimiegash,
Cascumpec, Fourchu, Miscou, Maccan,
Caraquet, Pictou, Shemogue, Nappan.

Some of these musical names are in the Brain Trust province of our dominion: others are in the no less intellectual domains of New Brunswick and Prince Edward Island.

In Quebec we naturally expect to find many historical place names and in this we are not disappointed. Jacques Cartier, Champlain, Maisonneuve, Montcalm, Wolfe, Joliette, Laval and Montmorency are all on the map. But the distinguishing feature of place names in Quebec is the extraordinarily large number of places that bear the names of saints. Over three hundred towns and villages and hamlets are named after saints. Quebec is Canada's Holy Land. The birth of our Lord is commemorated in such place names as La Conception, La Visitation, L'Annonciation, L'Epiphanie, La Presentation and L'Assomption: His death in such names as St. Croix, Precieux Sang and Sacre-Coeur de Jesus. Quebec is unique. There is nothing like it in any other part of the world.

If the French influence is seen in Quebec, the British influence predominates in Ontario. Here we have a great preponderance of English and Scottish place names. This appears first of all in county names such as Essex, Kent, Norfolk, Middlesex, Oxford, York, Durham, Northumberland, Renfrew, Lanark, Perth and Elgin. But more interesting it is to find that of the forty counties in England and the thirty-three in Scotland all of them, even the smallest, contain place names repeated in Ontario. Not only so, but all of the fifty-two counties of Ontario contain one or more English or Scottish place names. Irish and Welsh names are also abundant. This examination of place names led to an interesting experience on the part of the writer. Let me relate it. I was born in the district of Clavering, in the village of Lamlash, in the parish of Kilbride, on the island of Arran, in Scotland. All of these are place names in Ontario. Some time ago I made a pleasant pilgrimage to the Canadian Lamlash and there met the people whose forebears had named the place and whose relatives I had known as a boy. What's in a name? Much, indeed, for even the cold imprint on a map may warm the heart and stir "thoughts that do often lie too deep for tears".

The farther west we travel, the more romantic and picturesque become the place names. Indeed, these names combine to form a saga of the three western provinces. Here is how it unfolds itself:

Veterans—Forget, Wartime, Battleheights.
 Outlook—New Hope, Liberty, Justice, Square Deal.
 Prospect—Grand View West.
 Magnet—Rich Farms, Peace, Plenty.
 Morning View—Allbright, Bluesky, Touchwood, Westward Ho.
 Driver—Nash, Strong, Alert, Hardy.
 Motion—Forward, Highway, Horizon, Swift, Advance, Out-of-Lakes.
 Vista—Rolling Plains, Bright Sands, Dry Gulley, Chain of Lakes.
 Wayside—Pleasant Valley, Willow Bunch, Rosebank, Strawberry Plains, Manyberries.
 Hinterland—Wideview, Expanse, Superb, Wheatland, Clear Prairie.
 Homestead—Justamere, Haven, Pleasant Point, Creekside, Good-water.
 Endeavour—Markinch, Holdfast, Stalwart, Enterprise.
 Reward—Independence, Success.
 Climax—Conquest, Triumph.

Who can tell what optimism, courage and fortitude are represented in these names. Only the pioneers of the prairies know. We salute the West, the Alma Mater of all her loyal sons and daughters.

Coming finally to British Columbia we find place names principally along the railway lines or on the sea coast:

Two voices are there; one of the sea

One of the mountains; each a mighty voice.

The sea speaks to us in such place names as Vancouver, Burrard, Howe, Bowen, Courtenay, Seymour, Simpson, Powell and many others commemorating men connected with the British Admiralty. The mountains resound with the names of Mackenzie, Hector, Roger, Robson, Fraser, Thompson and Palliser, recalling as they do both discovery and exploration. No province abounds more in personal place names than British Columbia. Royalty supplies such names as Victoria, Queen Charlotte, Prince Rupert, Prince George and Princess Royal; the peerage such names as Strathcona, Tweedsmuir, Selkirk, Revelstoke, Roseberry, Cranbrook, Kimberley, Lytton, Sidmouth, Allenby, Grantham, and Milner. Stout Pokum and Avola are personal names of more obscure origin and it is one of "life's little ironies" that a man named Floods gave his name to a station at the entrance to the Fraser Valley. British Columbia has always had a sentimental attraction for me. In childhood days I used to imagine that it was there that Mrs. Hemans poetically laid to rest, by a dark stream, far in the cedar shade, one of her wide-flung household, and I have seen in British Columbia a cottage nestling under "the fir trees dark and high" where Thomas Hood might have been born. Sentiment may indeed run riot in British Columbia, as elsewhere in Canada. But this is nothing for which we need be apologetic. As long as time endures the human heart will cherish names and places hallowed by the service and sacrifice of heroic men and women. And here as we reach the end of our sentimental journey let me close with a quotation from James Anthony Froude, "A nation with whom sentiment is nothing is on the way to cease to be a nation at all."

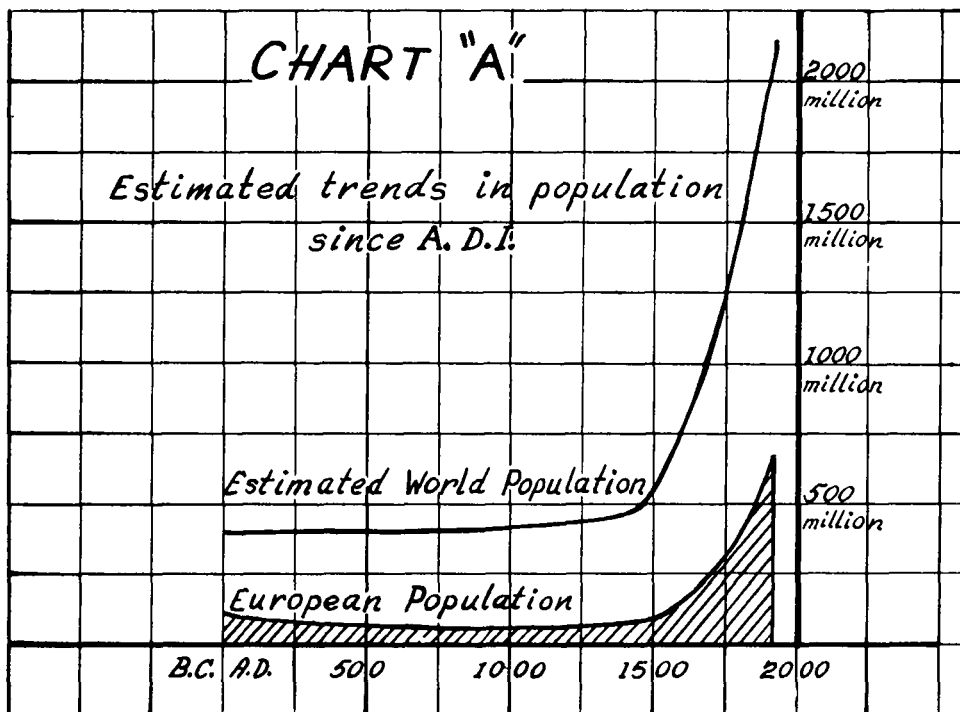
Food and Mouth Disease

By C. S. BURCHILL

The history of the last few centuries differs profoundly from the history of the preceding millenia of human experience. It is easy to overlook the essential character of this difference. Political history, for example, seems little changed from the days of Thucydides, and military history differs only in technicalities from the military history of the time of Caesar.

Fundamentally, however, human history in its written records up to about the year 1500 A.D. is the chronicle of events and adjustments taking place within a relatively static framework. It is a Copernican history, whose revolutions and eclipses occur within the limits of a system whose central point is fixed and definable. During the last four hundred years, human history has become increasingly Einsteinian, dynamic and relative. We have moved out of the region of comparative certainty, of measurable and calculable forces into a new universe full of contradictions and confusions, of converging parallel lines and curved light beams.

The distinction between the old and new phases of history can best be illustrated by the accompanying time-chart, and by a consideration of its implications.



C. S. Burchill, though a graduate of Queen's University, is quite a westerner. From 1931 to 1935 he taught history and political economy at Mount Royal College, Calgary, and from 1935 to 1941 he was principal of schools at Brooks, Alberta. During the years 1941-1947 he was with the R.C.A.F. and from 1945 to 1947 he spent his time overseas with the historical section. He is now Associate Professor of History at the University of Alberta.

For fifteen hundred years after the birth of Christ, the population of Europe and of the world fluctuated within very narrow limits, and changes took place so slowly that adjustments could be made with relatively little difficulty.

During the next five hundred years the population of the world and of Europe quintupled, most of the increase taking place within the past century. The progeny of a single marriage, contracted in the year One, A.D., and multiplying at only the average rate at which the world's population has been increasing during the past hundred years, would by 1900 A.D. have produced population considerably exceeding the present world population of something over 2,000,000,000.

If we look at the problem from another angle, and assume that half the land surface of the globe were to be swallowed up by encroaching oceans during the course of a century, and that the existing world population had to be maintained from half the present area of arable and forest land and half the existing mineral deposits, we have a fair picture of the problem created when population doubles in the course of a century.

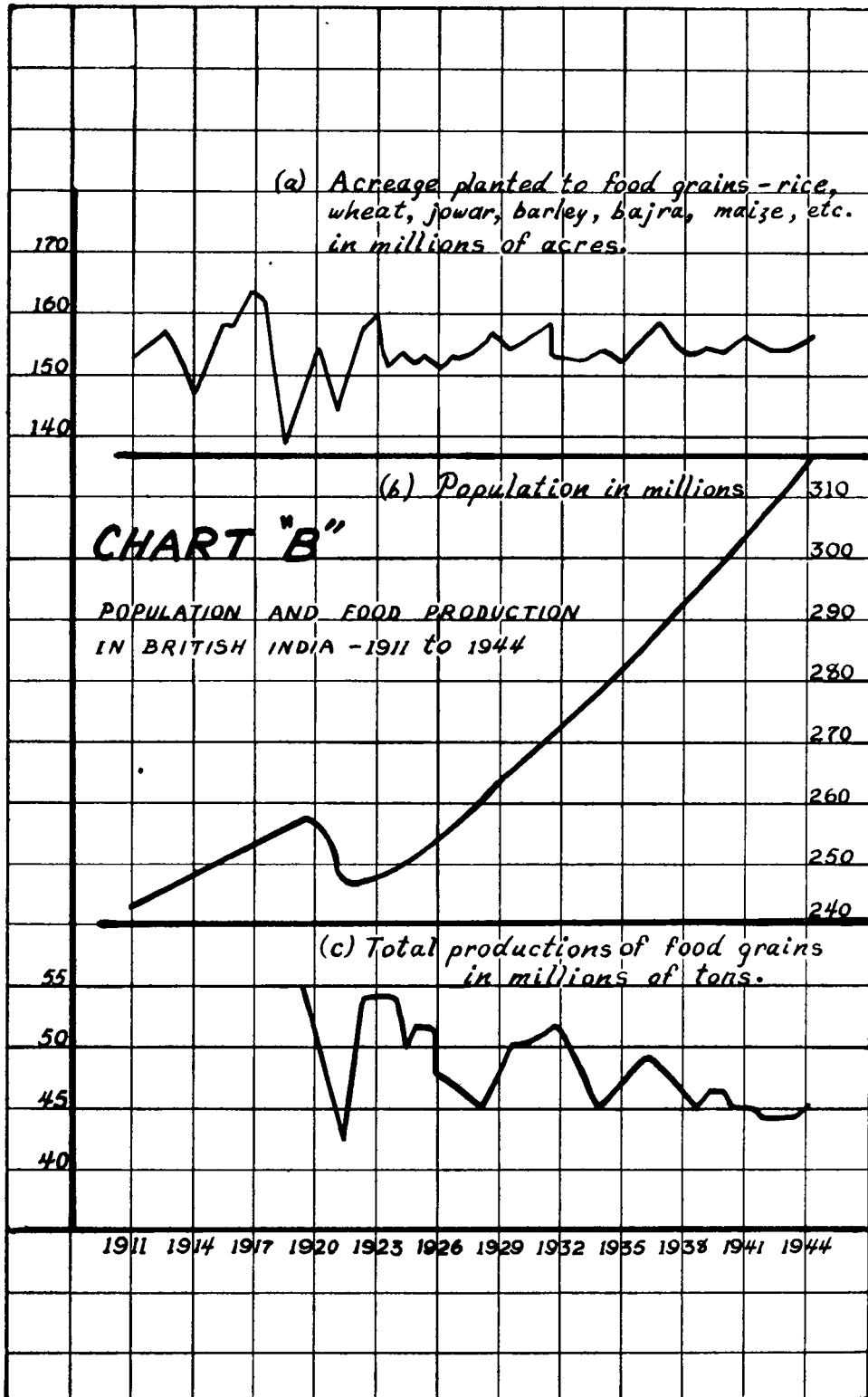
For the purposes of this discussion, we are not concerned with the cause of the rapid and accelerating increase in world population which has characterized the past five centuries. The increase itself is a fact. The increase could not have taken place had not a series of technological changes—the commercial, industrial and agricultural revolutions—permitted a vast increase in the output of wealth, and had these changes not been accompanied by the colonization and intensive exploitation of great areas previously neglected. "When goods increase, they are increased that eat them," as the writer of Ecclesiastes pointed out.

Conversely, unless goods increase, world population cannot go on increasing. For the past five hundred years technology has fought a valiant battle to provide the food that the increasing population of the world demanded. It has enormously increased the productivity of the anciently cultivated lands; it has brought three new continents under cultivation and has devised methods for the cheap transport of all kinds of food-stuffs to the deficiency areas, but the demands upon the technologists are greater now than ever before.

The population of India in 1921 was 306 millions; ten years later it was 338 millions; by 1941 it had risen to 389 millions and the increase since that date has been approximately 6,000,000 per year.

This enormous rate of increase has been made possible solely by the steady increase in the Indian food supply, for in no other country, except possibly China, does such a large proportion of the population depend directly on the produce of its own labour on the land in its immediate vicinity.

The physical increase in the output of foodstuffs is very largely the result of heavy expenditure on the extension of irrigation during the last seventy-five years. The first major developments took place in British India, and most of these were completed by the opening decade of the present century. Since then the expansion of irrigation has been chiefly in the native states, whose increased output has permitted a considerable expansion in the population of the whole sub-continent in the last forty years.



So far as British India (a convenient term, now out-of-date) is concerned, the most productive irrigation works were constructed before the end of the last century, and there has been relatively little increase in cultivation or production during the past fifty years. The trend there can be summarized in the accompanying chart, which indicates how rapidly population is overtaking the increased food supply made possible by the extension of irrigation.

What is happening in India is paralleled over most of the world. Everywhere, almost, population is increasing at a rate so rapid that only a fantastic increase in the rate of food production can avert calamity. Sir John Boyd Orr, whose enthusiasm was largely responsible for the creation of FAO as one of the most important departments of the United Nations, recently stated that "the conclusion of the seventeen nations who considered the matter from November, 1946, to March, 1947, was that in the next 25 years food production would need to be *doubled* to meet the justifiable demands of the world."

This prophecy is abundantly justified by the population trends of the past, particularly of the recent past. It justifies in turn, at least in part, the most heroic attempts on the part of the food producing countries to expand their output. It is the basic argument for extending enormously Canada's agricultural production both by pushing settlement far into the "hot loop" of the Mackenzie valley, and by rapid extension of irrigation facilities for intensive agriculture on the prairies. The world needs food, and the need for food is expanding at a fantastic rate. Our expansionists are in full agreement with the king of Brobdingnag, who believed that "whoever could make two ears of corn or two blades of grass to grow upon a spot of ground where only one grew before, would deserve better of mankind and do more essential service to his country than the whole race of politicians put together."

The king of Brobdingnag spoke out of the experience which his author had gained in hungry and over-populated Ireland. Today we would not be so disrespectful to the politicians. They have devised the successive magic processes—Lend-Lease, UNRRA, Mutual Aid and ERP—which make it possible to transfer the surplus food of the Americas to the deficiency areas of Europe and Asia without any return, immediate or prospective, in cash or kind. Even Dean Swift suspected that the problem was a political one as much as it was a problem of production, and his satirical suggestion that Irish over-population could be solved by a humane and wisely controlled cannibalism, was a challenge to the politicians of the day to provide a better solution.

The Ireland of Dean Swift's day seemed hideously hungry and over-populated, yet it contained barely 3,000,000 people and its population was increasing rapidly. That was at the beginning of the 18th century; before the end of the century the population had passed the 4,000,000 mark, and by 1948 had reached the incredible total of 8,200,000. This increase had been made possible by precisely that increase in the food-supply which the king of Brobdingnag thought so desirable. By substituting potatoes for cereals, meats and dairy products as the standard diet for the bulk of the people, Ireland was able to support an almost purely agricultural population of 252 to the square mile, as compared with 164 to the square mile in

France. For Ireland, an increased food-supply had achieved nothing except a vast increase in the number of Irishmen who lived in squalor.

Since 1845, after a few years of famine and plague, a steadily decreasing number of Irish families have lived in steadily increasing comfort. By 1891 the population had declined to 5,000,000; it is now only slightly over 4,000,000 and the trend is still downward.

Ireland, with its declining population, France and Scandinavia with their stationary populations, are exceptions to the general rule of rapid increase in world populations.

Professor Rowan recently called attention to the clearly defined cyclical fluctuations in the rabbit population in the Canadian North. There is no apparent similar cyclical fluctuation in human population. Chart "A" indicates a slow decline in population extending over approximately 1,000 years, followed by 1,000 years of increasing population. The first period is associated with social institutions—celibate organizations and feudalism for example—which tended to check the birth-rate, and with political conditions and hygienic standards which abnormally increased the death rate. In the next 1,000 years, while there may have been some increase in the birth-rate, the increase in population would seem to have been very largely due to a spectacular fall in the death-rate.

The agricultural chemists, in their laudable endeavour to make two blades of grass grow where one grew before, have developed substances of peculiar potency. 2-4-D, the dandelion killer whose odour is so familiar on the campus lawns in spring time, is essentially a growth hormone. It is effective simply because it causes such rapid growth in leaf and stem that the roots can not supply food in sufficient volume to the plant, which then withers and dies. Something analogous may be happening to the human race. Ireland passed through its period of rapid development early, and then through famine into a period of decline. Most of the rest of the world is still in the phase of rapid growth, and technology is engaged in a frantic race with population to postpone the period at which famine will strike. Certainly a single famine will not suffice. Ireland passed through many famine periods before the great famine of 1845. India has gone through countless famines, and has at present the greatest rate of increase of any major country. Similarly the dandelions with which I am most familiar have survived numerous applications of 2-4-D.

It would seem more probable that recurrent doses of mass starvation are ineffective in solving the problem of over-population, whose solution can be found rather by studies of the social patterns and institutions of such countries as Ireland, France and Scandinavia both during their period of rapid increase, and during their period of decline.

Each day the housewives of the world must somehow contrive to serve nearly 100,000 more dinners than they served the day before, and each day sees a corresponding increase in the number of pairs of hands seeking productive employment. This immediate, personal problem of millions of individuals becomes automatically the social and political problem of national governments and of international agencies.

Some individuals refuse to recognize that a problem exists.

When Dr. G. Brock Chisholm, former head of the Canadian Army Medical Services and now director-general of the World Health Organization, discussed the question over America's Town Meeting of the Air early in September, he was roundly attacked by the Rev. Bernard Kyte, rector of St. Michael's cathedral in Toronto.

"The poor mothers who keep the world in children do more than all the social philosophers who keep it in doubt," Father Kyte insisted, and expressed his confidence that the God who commanded men to increase and multiply would provide for the material needs of the increased population.

To men of this optimistic turn of mind, no problem exists, and there is consequently no obligation on men, either as individuals or as citizens, to attempt a solution.

Others, of a more pessimistic turn of mind, not only recognize that a problem exists, but they insist that it is insoluble. "All the labour of man is for his mouth, and yet the appetite is not filled," the writer of Ecclesiastes lamented, and the pessimists have seized on the text, "the poor ye have always with you," to prove that attempts to solve the problem of mass starvation are impious as well as futile.

It is a great mistake to include among the pessimists the man who first directed a penetrating study of the problem of population, the Rev. T. R. Malthus. Malthus' *Essay on the Principles of Population* was published in two different versions: the first one undoubtedly pessimistic but the second which added moral restraint to vice and misery as a third check on expansion of population is an example of extreme optimism. Most of his commentators have missed the distinction between the two versions and have been unable to see any real distinction between moral restraint and misery. Moral restraint is misery to most of mankind.

This identification of the two factors is fallacious. One can ride on an Edmonton street car and experience in misery precisely the same gyrations that he experiences with exhilaration on a "ride" at the Midway. Celibacy that is misery to the sensualist is gratification to the ascetic. There are probably few married men who have not at times wistfully considered the advantages of a monastic life. If the money and talent now devoted to the promotion of soap sales were devoted to celibate publicity, the problem of over-population would be on the way to solution. Similarly "Mother's Day" should be abolished, and in its place an annual Old Maid's Day should be celebrated. The taking of wives and the begetting of children could be effectively discouraged by an advertising campaign featuring the slogan "Ask the man who has one."

Even among the married population the experience of Ireland and Scandinavia would seem to indicate that the size of families depends more on social and economic institutions than on biology. When these institutions remove the reasons which lead parents to desire "a multitude of unprofitable children" the birth-rate falls rapidly, and population growth slows down sufficiently to permit a steady rise in the standard of living.

At present there is no indication that such institutional changes are general, and Chart "A" indicates a continuing keen demand for food products.

Training the New Teacher

By DUGALD S. ARBUCKLE

The "new" teacher referred to in this article is not necessarily one who is young in years or new to the job of teaching any more than the "old" teacher is an individual in an advanced state of senility. The new teacher differs from the old in his philosophy and his point of view. He is one who has accepted to the full the personnel point of view, and he believes, and knows, that his job is the teaching of individuals rather than the teaching of subjects; he believes that a subject is only worth teaching if it aids the child in his total adjustment to the life he must lead, and if it does not do this, then he seriously questions the value of teaching such a subject; he is concerned with causes much more than effects, and in the treatment of so-called disciplinary or problem cases, he is concerned with the causes of the behavior rather than with the various ways in which he may restore his tarnished prestige; he believes that individuals possess within them tremendous growth forces, and his major job as a teacher is to create an atmosphere—a climate—such that the optimum in learning and development may occur; he believes that his concern, and his trust, is the child, and the subject as a subject is mere trivia if it is not closely related to the true welfare of the child; and he believes that to effectively perform as the new teacher, he must be a skilled and a trained student of human understanding, and he must possess more than a kind heart, since kindness, while an admirable characteristic, is no substitute for intelligent understanding.

While it is true that the material that one works with has something to do with the finished product, and the material that teacher-training institutions must work with cannot be considered to be the best, it is also true that a great deal more can be done in the way of training than is being done today in most teacher-training institutions throughout the United States and Canada. Their students may not be the cream of the high school crop, but they are at least not the dregs from the bottom—although some educators would say that they are uncomfortably close to just that. Volumes have been written explaining this melancholy situation, and salaries are always the most prominent reason—and sometimes the only reason mentioned. In the minds of youth, however, salaries are very often by no means the prime reason why they do not wish to be teachers—they do not want to be teachers because they do not want to be like the people who teach them. The best way to recruit the top young people into the teaching profession is to have daily in front of them people whom they admire and respect; people who are intelligent and good; people who laugh a lot and enjoy life; people who are one hundred percent men or women; people who show zest for their job and who make it appar-

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ent that they have the most important job in the country (they have); people about whom the best children will say . . . "Boy, that fellow is doing a 'swell' job—and that's the job for me . . ."

But alas, these teachers are, as yet, few in numbers, and teacher-training institutions must start with what they have. A few of the items which would appear to be essential in the training of teachers-to-be are indicated below.

1. The program of training—the actual subjects taken—should be more akin to the training of counsellors than the sort of training that emphasizes more and more the subject that is going to be taught (many teachers end up by teaching their minor, or some subject that did not even rate as a minor, while their major lies rusting and unwanted). The teacher-to-be, as a student of human understanding, will be required to take courses dealing with child behaviour, the psychology of learning, the abnormal child, counselling, guidance, testing and measurement, and so on. The new teacher will also be concerned with subject matter of course, and while it is true that many teachers are so inefficient that they do not even know the subject that they are supposed to be teaching, there is some question as to whether or not six or eight extra courses in mathematics make one a better teacher of Grade Nine algebra and geometry. They do make a more effective mathematical technician, but there is a vast difference between the technician and the teacher. The one is concerned with mathematics for the sake of mathematics—the other is concerned with mathematics only to the extent that it does something for the total adjustment of the child, and the job of the latter is by far the more important one. In this course selection there will not be one hundred seventy three electives from which the student may choose; there will be some electives, but there will also be requisites that are essential in the training of every teacher, whether he be aiming for the kindergarten or the high school.

2. The teacher-training institution will be a laboratory, and the program—at least four years—will include a good deal more than lectures, books, and a library. Practice teaching will be only one of the many laboratory experiences, and there will be more than a few hours of that.

All students will be expected to take an active part in the non-academic activities in the institution. These activities will not be for a few, but they will be for all students, and they will be considered a basic part of the student's total training—not merely something he joins for the fun of it. Practically every teacher graduating today has to take on the job of faculty adviser to some club or student organization, and the student should be prepared for this important part of his job. They can be trained by taking a course in student activities, by actively participating in the non-academic life of the school, and by being attached to faculty advisers in neighbouring schools for a period of time. This apprenticeship has to be planned and supervised as carefully as the practice teaching, and probably the most effective way is to have students spend a period of several weeks in school systems before returning to their own institution. All sophomores, for example, could spend the first three weeks in September attached to faculty advisers in different schools, and their sole concern during this period would be

student activities, although they would obviously have valuable training in other respects.

Every student should be personnel-minded and personnel-trained, and the student should, at some time in his undergraduate career—preferably his senior year—be attached to the guidance departments in neighbouring schools. There he would be concerned with counselling and testing, and he would receive practical experience in the everyday guidance work that should be performed in every school by both specialists and classroom teachers.

The social experiences of teachers-to-be are also an integral and necessary part of their training. Important for the teacher is the ability to dance and to play bridge, to carry on an intelligent conversation, and to lead a discussion of a group of adults. He should know the social graces and the social niceties without merely being a mute instrument for the propagation of the status quo. He is an all-round person, and it is the job of the teacher-training institutions to assist in the development of such an individual. If the institution is in a large city, students will be expected to take advantage of what that city has to offer in the way of cultural and artistic experiences. These experiences will not merely be left up to the student, but they will be directed and organized by the school as a part of the student's training.

Courses will be oriented to reality. When a student takes a course in testing and measurement, he will actually do testing and measuring; when he takes a course in counselling, he will counsel; when he takes a course in abnormal behaviour, he will have experiences with deviates; when he takes a course in delinquency, he will visit courts and jails and houses of correction, and so on down the line with all courses. There will no longer be the lament of so many teachers-to-be . . . "But I'm going to be a teacher, and all we do here is listen to someone talk—we never do anything or see anything related to teaching . . ."

3. In emphasizing the need for personnel-minded teachers, the school will practise what it preaches, and show its concern for the student as an individual. An important administrative officer in the institution will be a Director of Student Personnel, a Dean of Students, and some such named individual who will leave the more academic and disciplinary functions up to the Dean, and concern himself with each individual student as a person rather than a mere intellectual entity.

One of the most important tasks of this Director will be to see that there is set up an effective system of counselling so that all students who feel that they would benefit from counsel on any matter whatever—from the most minute to the most vital and intimate—will have someone to whom they can go, and to whom they can talk with confidence. This individual cannot be the Dean—no matter how understanding he may be—and it is essential to have another professional personnel worker who is not concerned with the academic and disciplinary functions. A simple enough system being practised in some institutions is to have certain faculty members responsible for a specific number of students, and they refer the more serious cases to the Director of Student Personnel. He, in turn, should have available for reference remedial and psychiatric services if such services are deemed necessary. In such cases it is wise to have an in-service training program

for those faculty members acting as counsellors, so that problems, techniques and methods may be discussed together. A testing program should be allied with the counselling program, and every student's personal record folder should contain the results of certain standardized tests. A minimum number of tests should be administered to all students, and others should be available for all students who may desire them. These test results may be interpreted to students—but not if they show resistance or hostility—and the interpretation should be a simple presentation of the facts—and nothing else.

All students may be interviewed periodically by faculty committees. Faculty interviews for freshmen would be strictly for the purpose of orientation and socialization; the freshman would have a chance "to let his hair down" and see some of his professors in a friendly and informal situation. By the time the student has reached the junior stage, the faculty interview may take on the aspects of an oral examination, and the results of such interviews should go to the office of the Director of Student Personnel to be added to the student's personal record folder. These interviews emphasize the personal element, and while they are subjective, they often bring out weaknesses that do not appear on the academic record sheet of the student. For the senior, interviews with principals and superintendents have been found to be very helpful. These are not job-placement interviews, but the purpose is, rather, to give the students experience in talking with a real live principal or superintendent—individuals who will play an important part in the future career of the student. Needless to say, if some of these administrators are impressed by certain students they will no doubt remember them as future prospects.

These then, would appear to be but a few of the items that should be found in every teacher-training institution that is interested in the development of the new teacher. These experiences should be considered a minimum if desirable results are to be attained, and the time has come when teacher-training institutions should take stock and ask themselves why so many of their graduates will say . . . "Oh, I never learned anything about my job until I went out teaching . . ." It is high time that teachers-to-be learn something about *real* teaching in the institutions which they attend.

This year extra-curricular activities of students at the University of Alberta will receive recognition in the form of a new scholarship, the Joseph Dolson Oliver Mothersill Memorial Scholarship

This scholarship, valued at \$150, has been set up by the board of governors at the university, and will be awarded for the first time at the 1949 spring convocation

The scholarship is to be awarded to "either a man or woman, living in or out of residence, who has been selected for his or her outstanding contribution during each session to student life through an active support of student government."

It is the first time such an award has been given in recognition of the work involved in the many extra-curricular activities in which university students participate.

A Canadian in Colombia

By W. M. HENKER

It was on a cold day in January 1942, in front of the Statue of Liberty, that the anchor was finally hoisted and we started on our zigzag journey to the tropics of South America. My chief occupation during the voyage was watching for submarines but I saw only an occasional porpoise, a few schools of flying fish and an endless number of huge waves which crashed unmercifully against the sides and partially over the top of the ship. On the fifth day, the water changed from a deep blue to a muddy brown color because of the tremendous loads of sediment which are dumped into it daily by the famous Magdalena river. A few hours later we steamed into the wide mouth of the Magdalena to Barranquilla, Colombia's chief port of entry.

As I got off the ship I was suddenly pounced upon by a half dozen chauffeurs, each attempting to get possession of my luggage and at the same time to propel me toward his respective taxi. A fellow passenger kindly came to my rescue and helped me get located in the Hotel del Prado. At first I felt rather lonesome and helpless in this foreign country, but after dancing to rhythmic Spanish music under wind-swept palms, which bordered a colorfully illuminated swimming pool, I decided that the tropics promised to be every bit as romantic as I had imagined.

During the next day, Barranquilla was left behind, and from a Bagota-bound plane I looked anxiously down upon swamps and jungle and wondered what adventures they held in store for me. Shortly after reaching the cool capital city, I took to the air again on a half-hour flight down the eastern slopes of the Andes to Villavicencio, Columbia's gateway to the Llanos. The Llanos is that large flat area of grassland and jungle extending from the foot of the Andes east into Venezuela.

After arranging for provisions, equipment and transportation, I started out on a three-day truck journey into the Llanos to join a geological party working up one of the rivers. Upon reaching the camp I was surprised to see everyone waving handkerchiefs, and thinking that this was a form of welcome, I climbed eagerly down from the truck. Much to my regret I suddenly realized that the handkerchief waving was merely a defensive measure for beating off the clouds of vicious little sand flies.

My initiation into tropical work was indeed most impressive. Our transportation consisted of three large dug-out motor canoes in which were carried complete camping equipment, food and a crew of twelve men. Two other geologists and I made up the foreign staff in the party. After loading the canoes and travelling

The writer of this article, W. M. Henker, is a graduate of the University of Alberta in Mining Engineering and is at present in the Geological Department of Tropical Oil in Colombia. When asked for other details that might be of reader interest, Mr. Henker volunteered the information that in 1944 he married Miss Ruth Rowe of Castor, Alberta, and that they are now "the proud parents of a mighty fine 6-months old son." We also learned that Mr. Henker plans to return to Alberta in the near future. One can hardly blame him for wanting a change.

a few hours upstream, we passed a large boa constrictor coiled up near the water's edge. This snake was killed the next day by one of my companions who reported it to measure twenty-eight feet long and a foot in diameter at its thickest part. A little farther upstream an eighteen foot alligator slithered off a sandbar into the water while a smaller one looked idly on without moving a muscle.

We stopped early in the afternoon in order to clear a spot on the river bank for our camp. During this procedure, two of us ventured out along an old Indian trail and managed to bag four wild turkeys for the evening meal. When darkness came we embarked in one of the canoes for an alligator hunt. After poling a short distance upstream, we picked up in the flashlight beam a pair of red shining eyes, which did not move as we approached. I blazed away at close range with my shotgun and after five minutes of thrashing around in the water, the alligator became motionless near the bank. When it did not respond to our vigorous pokes with a long pole we hoisted it up on shore for examination. It was, however, a small one measuring about nine feet from nose to tail but it had long jaws lined with large sharp teeth. Back in camp again I climbed into my cot and mosquito bar and listened a long time before finally falling asleep to the many and weird sounds which issued from the jungle.

The days and months that followed held scarcely a dull moment for this "greenhorn" in the ways of jungle camp life. For one thing, after this first three-month assignment was completed I was sent out minus the company of other "gringos" and with only my three-months-old Spanish to help me. I found myself in charge of a party of twelve Spanish-speaking workmen and twenty-three pack mules. Needless to remark I made good use of the old reliable sign language for a good many days.

Besides becoming accustomed to the varied experiences of camp life, I was constantly being introduced to some new form of animal life. With my camera always at hand I did my best to photograph as many of these strange tropical creatures as I could, but I'll admit that some of them were not molested for examination or photographic purposes unless they were dead or securely tied. Electric eels, and voracious caribe fish were seen in stagnant water holes but were allowed to remain there. Stinging rays were also very unpopular. While making a portage one day the man ahead of me suddenly threw down his pack and, jumping to one side, slashed at a large ray fish with his machete. On the end of its slender black tail was a jagged three-inch spike. Ocelots, tarantulas and tapirs became more than just "names" to me. Capybaras (large aquatic rodents) were seen roaming the borders of small streams in herds of four hundred or more, while colonies of monkeys crossed our trail overhead and curiously observed our movements from their lofty perches. Bushy-tailed ant-eaters loped clumsily through the grass and ugly four-foot iguanas (horned-back lizards), resting in trees along the river bank, would dive into the water as we approached. Scorpions found their way into our packing boxes and occasionally managed to sting some of the men, thereby rendering them unfit for work for three or four days.

As we worked on our maps one afternoon, the camp was suddenly invaded by about one hundred wild pigs. The men charged them with machetes and

although I was strongly tempted to climb the nearest tree, I grabbed the shotgun instead, but because of the excitement and confusion of so many men mixed in with the pigs, I was unable to get in a good shot before they all dashed madly off into the jungle. A few days later we did kill one, and I extracted one of its tusks, which measured five inches in length.

Hunting was indeed a pleasure on these expeditions but unfortunately we had work to do which presented many and varied difficulties. The men were continually getting malaria and requiring attention. Sand flies and ticks kept up their continuous bombardment during the day and mosquitoes swarmed around us in droves each night. During the dry season we frequently had to use the water from stagnant pools which often contained the carcasses of dead animals. Motor trouble and torrential rains constantly menaced the progress of our work, while narrow canyons and dangerous rapids took their toll of the food supplies and equipment. At the end of each assignment it was always a real pleasure to get back to Villavicencio and civilization for a short respite from the rigours of camp life.

The field trip which proved the most interesting to me was one in which a Colombian gravity-meter operator, a crew of twenty-three and I worked our way from the mountain front east to the Orinoco river. Our survey followed closely the banks of the Vichada river and as we were pioneers in bringing trucks over this route, our progress was impeded by the necessity of bridging small creeks and building corduroy road over marshy areas. Three trucks and four motor canoes provided us with transportation, the canoes being used chiefly to bring gasoline for the trucks to pre-arranged supply points along the river bank. During the course of this three-month assignment, we were provisioned once by a plane which followed our tracks and landed on an air strip we had prepared.

As we penetrated into this wild and unexplored region, tribes of terrified Indians disappeared into the jungle on hearing the roar of our truck motors. Only once did we manage to come into rather close contact with them when we surprised about fifty in the open grassland. We overtook them with the truck but they kept on running and fled like frightened animals into the surrounding jungle. These Indians lead a nomadic life, roaming aimlessly in quest of food and spending their nights under temporary lean-tos of palm branches which they abandon the following day. A few of them, however, have settled in permanent dwellings along the rivers and from these I obtained bows, arrows, blow-guns, poison darts, pottery, maracas and necklaces in exchange for tobacco and clothing.

During the first month of our trip we kept two men posted on guard duty around the camp. Each one carried a shotgun and looked after the four gasoline lanterns which were hung on posts a short distance from the tents. This practice was discontinued later on, however, as we discovered that the Indians were so frightened of our trucks that we were in no danger of attack.

We reached the Orinoco during a flood and it was a roaring maelstrom. Near the mouth of the Vichada, the banks of the Orinoco are high and narrow and at this time the water level had risen forty feet above normal. Whirlpools which formed without warning sucked and tossed our small canoe dangerously. Large

tree trunks, floating islands of grass and debris were swept along by the strong current. After about six hours of exploring along the banks we started back up the Vichada again, content to leave any further investigation until a later date. The road which we opened up is now shown on Colombian government maps.

The Llanos of Colombia contains less jungle than grassland and jungle is confined chiefly to the stream courses. Everywhere in its depths one can see the silent battle among trees and vines as they struggle to reach precious upper space in the sunlight. Large areas of grassland cut by a drainage pattern of jungle, presents a very beautiful and peaceful scene to the passerby. Today, one can still admire its primitive beauty as it is to a great extent unmarred by civilization.

My work assignments took me into other interesting areas besides the Llanos. On an automobile trip from the Llanos to the Pacific coast, I crossed the three principal ranges of the Andes. From the tops of snow-capped mountains we plunged down into hot and humid valleys. Short, stocky and stooped mountain people cultivated their wheat, corn and potatoes with oxen while the darker-skinned laborers of the valleys tended their rice, sugarcane and banana crops. Windowless mud huts in the upper regions were a great contrast to the open bamboo and palm-thatched dwellings at the lower levels. In the Andes, one may choose the climate he desires merely by moving farther up the mountain or going down into the valleys.

After completing a few assignments along the Pacific coast I learned that work in that area could be both difficult and dangerous. The land is covered with dense jungle and inhabited almost entirely by negroes and a few Indians. The arms of the law do not extend very far beyond the larger towns and one is more or less at the mercy of those who live in colonies along the river banks. More than once I have been confronted by a man who claimed ownership of a river and forbade me to explore it without his permission. After working a few days with Colombian negro laborers I was convinced that they lost sleep during the night, planning some form of mischief for the following day. They never failed to strike for higher wages as soon as we reached an area where no other workmen were available. It was also hardly a coincidence that so many of them would suddenly take sick whenever there was hard work to be done. Their constant complaints about the food in camp met with little sympathy as I knew for a fact that it was much better than that served in their own homes.

Small rivers and creeks in the Pacific coastal area are dangerous to navigate during the rainy season and do not contain enough water for the use of canoes during the dry season. I was always careful in choosing camp sites on high banks as I have seen the water level rise twelve feet during two hours of heavy rainfall. During the dry season these creeks had to be worked on foot and we packed necessary equipment and provisions on our backs. We always walked in single file while wading up streams. The first man carried a stick to prod the water and clear the path of any electric eels, alligators or stinging rays which might be lurking there. This precaution proved to be good practice even in clear shallow water as stinging rays have a habit of hiding under a light covering of sand instead of fleeing from the path of intruders.

In this region, as in the Llanos, there is an abundance of animal life: so again I added to my collection of photographs or sometimes simply memories. I will never forget how a colony of black spider monkeys followed us for two hours one day, growling incessantly. When we yelled at them they growled louder, beat their chests, and threw all the dead wood they could find down on our heads. Nor will I forget my chance encounter with a big jaguar (the animal known to Colombians as a "tigre"). He was swimming across a narrow stream when I came upon him and, hastily throwing down my compass and notebook, I seized the shotgun and fumbled with a shell. Before I could bring the gun into action he had reached the bank of the stream, and in one swift leap, bounded into the jungle. It gave me quite a thrill to see such a large cat at close range, roaming free in its natural habitat.

While working in the Caribbean coastal area I became painfully acquainted with a variety of scrub jungle which is found there. Every shrub and vine contains some form of spike or thorn and as one rides along on his faithful mule the barbs leave their mark in the form of cuts, scratches and torn clothing. While studying geology in this area I picked up several interesting products of ancient Indians, namely: stone axes, scrapers, arrow heads, beads and pottery. All stone objects were made out of igneous rocks obtained from the nearby snow-capped mountains of Santa Marta.

Colombia is a land of adventure for those who seek it. Its jungle, rivers and mountains are a challenge to any who explore them; its flora and fauna offer a paradise to those interested in biology; and its exotic music and dark-eyed señoritas stir the hearts of those who are romantically inclined. However, I might add that one of its revolutions makes a person wish he were somewhere else.

AUTUMN

The autumn days press on and overtake me;
The roses fall that yesterday were red;
Life's simple joys now one by one forsake me,
The moonlit night has half its magic fled
For this grey head.

I run no more fleet-footed to the morning
In fragrant uplands where the robin sings;
There other hearts are strong, go blithely scorning
The fleeting anxious thought, all lovely things
Will take them wings.

In these short days the swallows leave their station
Where their dead nests still cluster on the eaves.
Where is the south for our swift migration
When this brief summer, careless if it grieves,
Goes with the leaves?

—R. J. LANG.

New Tricks of an Old Dog

By BERTHA LAWRENCE

British teachers have long made use of a variety of visual aids in education. Even before World War I I and my class were taken on frequent nature study rambles. We visited woollen mills, a coal mine, the waterworks and one year we wrote a history of our own beloved cathedral. When we scattered for the summer holidays, we brought back to school a note book filled with information, pictures and local history of the spot we had visited. One of the first things I saw on my return to England in 1939 was a party of school children being taken around the Surrey Commercial Docks. But World War II cut rudely across these activities, and in January, 1946, equipped with a Bell & Howell projector on loan from the Canadian YMCA, I set out with the blessing of D.V.A. and the British Council, secured over the signature of Dr. H. M. Tory, to find out what use was now being made of visual aids in British schools.

The school journey to port or factory had been suspended. It was no longer possible to transport a class of London school children to Southampton and arrange to have them taken over the Queen Mary. But whole schools had been evacuated from danger zones into the heart of the country, and children from the city learned from experience how their country cousins lived. Teachers in the overcrowded "host" school found outside activities, such as field trips, one of the means of relieving the congestion in the school. Thus the use of some of the visual aids greatly increased.

An enemy bomb on the Old Vic Theatre, the closing of many of the provincial repertory theatres and of the Stratford Memorial Theatre, deprived many pupils of the chance to see professional presentations of plays studied in literature. The number of school presentations, however, increased, and, since coupons and lack of materials restricted both costumes and scenery, ingenuity and imagination once more came into their own. Pageants, too, far from declining, grew in popularity and were another means of relieving the congestion in the schools.

The collection of specimens and the making of models gave further scope for observation, ingenuity and imagination. The school museum flourished with the impact of country life on the evacuated city-dwellers. The sand-table developed into relief maps in the school yard and the urgent necessity for food and space gave biology a more practical turn than the former classroom experiments with beans, peas and maize, and sent whole classes out to study horticulture and agriculture in the garden plot, the allotment and the harvest camp.

But what of the aids associated more directly with the classroom? Charts, diagrams, graphs, maps of all kinds, and globes vanished over night with the

Miss Bertha Lawrence, B.A. '21 (Alberta), M.A. '36, (Alberta), has recently returned to Edmonton after a rather long sojourn in England. Most of Miss Lawrence's time since graduation has been spent as a teacher in the MacDougall Commercial High School, Edmonton—that is when she was not abroad. While in England she was studying under a British Council Scholarship and is therefore well qualified to speak of the changes that are taking place in the British Education system.

outbreak of war. Teachers were driven to making their own or to manage with those already in stock, and thus was given a new incentive to this very important branch of visual aids in instruction. The University of the South West at Exeter set up a Visual Aids Department to train students and teachers in the making and use of graphic representations. The teachers of physics presented the effect of heat upon the volume of a substance by means of a diagram, while the history teachers worked out the effect of the Industrial Revolution upon the population of Great Britain in a chart according to the isotype methods.

Photographic materials and paper being in short supply, the opaque projector came into its own in all schools which already possessed this equipment, while the necessity for "blackout" in many of the classrooms added greatly to the efficiency of this type of projection. Most schools had possessed a standard lantern, so, when photographic slides became scarce, teachers at centres like Exeter learned to draw or trace diagrams, maps, charts, plans and so on, on cellophane, to slip the cellophane between a glass hinge and project it upon the screen.

The outbreak of war caught British schools ill-equipped with film projectors either of the strip or moving-picture type. During the war, of course, projectors were available only to the services, but the success of visual instruction in the forces and other adult groups convinced the Minister of Education of its value in schools and even before the end of hostilities plans were afoot to equip schools as soon as projectors became available. The Ministry's ultimate aim is a silent 16mm projector in every classroom below the secondary (Grade VII) level, and one sound projector for every elementary school; one sound 16mm projector between every two rooms of the secondary schools (above Grade VII) and one film strip projector, fitted to take slides, in every classroom. Under the leadership of Mr. Dance, of the Dance-Kauffman Films, the Ministry of Education proposes to make special films for schools to be supplemented by film loops on certain phases of the film, by film strips, slides, stills, charts, diagrams and reference books. Two of these films have already appeared—*Instruments of the Orchestra* and one on domestic architecture. The first was very effective, the second propagandist and not suitable for treatment in a film since it is entirely static.

All these aids to instruction, as they became available were to be distributed through regional centres in much the same way as books circulated in the county or regional libraries. While projectors are still scarce in Great Britain, there are a number of mobile units which go out on a monthly circuit with films, slides, posters and lists of books of reference. These are a great aid to teachers who have not equipment of their own.

In addition to encouraging schools to use the visual aids much is being done to develop a suitable technique in making teaching films and a considerable amount of research is being done in this field. First a subject is examined to determine which of the various media would present it most effectively. This research corrects the error already made in the film on domestic architecture and will present that material in film strip or slides. Should the film be silent or sound is another question for the research worker. Many teachers dislike the commentary of the film and prefer to give their own. Others feel that a sound

film moves too quickly and cannot be "slowed" down or stopped effectively. In Scotland the general consensus of opinion is that a child does not absorb as much through the eye when his ear is being bombarded with sounds. So in Scotland they prefer the silent film and in England the Ministry seems to favour silent films for the elementary schools. But even then there are some subjects whose whole essence depends upon their characteristic sound. For these a sound projector should be available. Patient research has established the principle that all classroom or teaching films should avoid musical background which appeals to the emotion rather than to the reason and is a distraction to the child.

Research also shows that younger children learn more from colour films for, as yet, the conventions of black and white are not established. Any pictures of nature such as animals, plants and geographical subjects, should therefore be in colour. With older children colour should also be used for faithful representation of a subject and for emotional effects.

How long should a film be? Painstaking research has discovered that the ideal teaching film should not exceed ten to twelve minutes. A subject requiring a longer treatment should be broken up into various parts so that each one could be presented in a single lesson. This gives time for an introduction and discussion.

Most teachers agreed that the average film strip was much too long. Many of them did not like the hard-and-fast order they were tied to in using the film strip. Film strips, to be effective, therefore, were usually purchased by the school, cut into individual frames and used in glass hinges as slides. The teacher who has a 35mm camera can have his photographs printed as a positive and thus make his own film strip at a very moderate cost.

In the course of my visits to schools I saw these materials used in a variety of ways. Some were background material to introduce a fresh topic of instruction, others presented the topic in the teaching lesson itself and still others served as review of previous learning. In some classrooms the visual aid was as matter-of-fact a piece of equipment as the blackboard. In one of these the teacher used rear projection in a physics "lab." He stood at the front of the room near the blackboard upon which he had drawn a diagram of an electric dynamo. At the proper moment in the lesson, when the diagram broke down for lack of animation, he called upon a boy to darken the windows, switched on the projector at his elbow and there on a translucent screen was the same diagram in motion. In another laboratory in a university, where a large class in biology was about to do its first work with a microscope, the professor introduced this work most effectively to all thirty-five students by means of a film, which explained the mechanism, use and care of a microscope. In a secondary school in Middlesex, England, the class got some idea of the geography, industries and beauty of the Highlands of Scotland from a number of slides which the teacher showed. Always there was plenty of evidence that these were aids to teaching, that they did not take its place, but that they fitted into the normal lesson, making the teachers' presentations much more effective.

It is a generally accepted principle that the teacher must be thoroughly familiar with his visual aids material before using it. He must on no account

be like the famous British General, who ordered from Gaumont British Instructional the film entitled "The Red Army" thinking that his soldiers ought to know something about the Russians during the critical days of 1942-43. The film, when it came, turned out to be "Bed Bugs". Viewing is the only way to be absolutely sure of material, but there are a few aids to the teacher to help him choose films for viewing. The British Film Institute, besides encouraging film appreciation, giving lectures, and holding courses and refresher courses for teachers, also organizes panels of teachers in various subjects to view films. The History Panel views a film from the angle of the history teacher and an appraisal is written by the group on the film in question. Other groups do the same for other subjects. These appraisals are published monthly in the B.F.I.'s Monthly Film Bulletin. During the last two years, a similar service has been set up for the film strips. This offers the teacher a rough idea of the subject matter of a film or strip and he can then order those in which he is interested for his own personal viewing.

Nor is the teacher entirely out of the picture when the visual aid is being made. A teacher decides that he could teach wave-motion more effectively if he had a visual aid. There is none in any of his film catalogues. He writes to the B.F.I. who pass his letter on to the science group. They discuss the matter and finally decide it is a subject suitable for a film and that none at present exists. They approach a producer of educational or instructional films, or possibly the Ministry. There follow conferences between teachers, technicians, and producers. The finished product is therefore, what the teacher wants, while at the same time it has the technical and photographic excellence of the commercial article. One of the B.F.I. organizers, Mr. F. Farley, is at present working on a combined catalogue of educational films, including all libraries with annotations and appraisals of each film. This will be invaluable to the teacher when it appears.

Children and adults pick up much incidental and background knowledge from the average entertainment film. The Ministry of Information recognized this fact during the war and carried on considerable propaganda through it. Thus there came into being Arthur Askey's inimitable film on sneezes, *The Nose Has It*. Bearing this in mind, Mr. Rank organized children's film clubs throughout his circuits to take care of children whose parents were working Saturday mornings. Mr. Rank, however, realized that children should have special films made for them and his organization set up a special branch under the direction of Miss Mary Field, who had long been associated with educational films. Thus there came into being the only organization outside of the U.S.S.R. that is interested in making special films for children. Miss Field, aided by a large committee, embarked upon a programme of educational and entertainment films for children. She has been hampered by many restrictions such as that prohibiting children under certain ages working in studios, but she has produced some very worthwhile films. Her aim is to get stories typical of a country, have them produced in that country and then show them to children in England and other countries. In this way children learn about other lands, customs and children. It was as a result of this venture that Leslie McFarland of the National Film Board of Canada, wrote and directed *The Boy Who Stopped Niagara*. Another feature of the

typical club programme is the club magazine, a sort of news roundup including sports, animals and fascinating bits of knowledge. Then there is the Magic Globe, a type of travelogue, and the Magic Book, dealing with history.

At the various technical schools throughout the country, films are used to teach skills such as weaving. In this way expert tuition is given to a much larger student body than would be possible otherwise. Various trades are taught in the schools by this same method, as well as by the practical experience of apprenticeship.

Visual aids have been tried for retarded children, with astonishing results. This is particularly true in Glasgow, where, in the basement of the Art Gallery and Museum, a number of classrooms have been fitted up and three full-time teachers present special lessons with the aid of pictures, slides, films, models, and specimens from the museum cases. Here the children hear about the object, see it or a visual representation of it, and actually handle it. I shall never forget the wonder on one little nine-year-old's face as she timidly stroked the back of a little stuffed mole and whispered, "He's sae soft!" At first the museum authorities were worried about the effects of this handling upon their valuable specimens. Now they feel that the cost of replacement is more than offset by the knowledge acquired by the handling. Besides in an adjoining room I found an expert making models of irreplaceables which are too valuable to be taken out of their cases. Schools may even borrow these models for use in their own classrooms and the model of the Globe Theatre complete in every detail is hardly ever in its niche, so frequently is it used by teachers of literature.

This Musum Service also arranges general lectures for children on art and on the history, life and industry of Glasgow. One of these on the River Clyde was given in the auditorium of the largest Secondary School I have ever visited. The lecturer illustrated his talk with slides and films while around the room were pictures, facsimiles and models, and in glass cases, lit by electricity, relief models of the river and the Queen Mary under construction. After the lecture these cases were the focus of an admiring throng of boys and girls, all eagerly comparing them with the scene of the Clyde at that moment when the demobilized Queen Elizabeth lay in the basin undergoing a refit for her first trip as a civilian, while H.M.S. Vanguard rode at anchor a few hundred yards away, Princess Elizabeth having just attended the dedication of her Chapel. Pride in Glasgow's products shone in every face!

Back in London the London County Council organized through the B.F.I. a number of lectures on the visual aids. Then it took the further step of establishing a Visual Aids Training Centre at the Wandsworth Polytechnical School. Here students being trained at the L.C.C.'s various teacher training colleges come for lectures on the material that can be used to present lessons visually, for guidance, help and advice on the preparation of this material and for training in the use of the various pieces of equipment. The heads of this newest venture have a very long-range policy of building up a visual aids centre to which any teacher in the L.C.C. schools might apply for the material to help him present his subject matter to the pupils. They envisage the employment of an artist to make

various illustrative material into murals in black and white or in colour, to draw on slides the maps and diagrams that the teacher wants but cannot execute himself. Material collected by the teacher and found valuable by him would be preserved and filed for the use of others. A full-time photographer could prepare slides, film strips and films for the use of the classroom teacher. Machines would be serviced regularly by a technician from this department.

All this leads inevitably to the closer co-operation and integration of the school staff, a tendency which some of the older teachers view with a certain amount of uneasiness. In the University of the South West they are beginning to think of the school staff of the future as divided not according to subject matter but rather according to aptitudes. Thus the scholar would be engaged in research work, digging up material for the use of the classroom teacher whose personality rejoiced in the contact with pupils. Others would be engaged in tabulating the results of testing; while still others would be the administrators and librarians. Admittedly this is very much in the distant future and many of the present teachers are not convinced of its feasibility. But some have seen the vision and are pressing slowly towards its achievement.

One of the converts made to the use of visual aids by the British was the Dutch Government. During the war most of the desirable Dutch teachers were liquidated by the occupying forces. The Dutch Government in London faced return to a Holland which would be entirely bereft of teachers, for the ones that were left would not be acceptable to the government. In this dilemma the Dutch Government turned to the use of films and created a special branch of the Ministry of Education to look into the possibilities of using films to keep the children off the streets during the trying rehabilitation period, and to give them at least some background knowledge. This organization bought up a number of mobile units to travel around from place to place showing two or three films at each showing and leaving, with some responsible person, a number of questions based on the information contained in the films. It was my privilege to be associated with the Dutch head of this department and in this connection it is interesting to note that a number of governments, including Canada, presented the Dutch with some topical films. Thus the government of New Zealand sent a number of films which had been made for the German government before 1939. These had the commentary in German and we spent the better part of three days blacking out the said commentary for, though the irony of the situation rather appealed to us, we were not so sure that it would be acceptable to the liberated Dutch.

Wherever I showed *Canadian Landscape* or *West Wind* to teachers in Great Britain they were enthusiastic in their praise and felt that here was a subject and an approach fresh and stimulating to them. I found them keenly interested in the problem of visual aids and, though some of them had seen a vision of the future, they were willing to make haste slowly, to accept new ideas from outsiders, and with their organizations to do patient research upon the problems in order to help solve them. With all the handicaps of shortages of materials, of staff, of experience and of their tremendous problems in other fields they have never sacrificed the future for the present and their progress, though unostentatious, is none the less sure. The Old Country isn't too old to learn new tricks!

The First Four Years

A SYMPOSIUM

QUAECUMQUE VERA

As one who registered at the University of Alberta forty years ago, I wish to convey greetings to my Alma Mater and to the present body of students.

Many classes have taken place since Dr. Tory and his four professors taught the first class of forty students in the old Duggan Street School. Here they remained until Christmas and then completed the academic year in the Strathcona Collegiate.

For obvious reasons, there was no initiation ceremony. Work and activities were very much along the line of a glorified High School. One event of interest was the turning of the first sod of the New Arts building. The students marched along an old cow trail through what is now known as the Garneau district. Then there were only two homes: the Garneau homestead, and the home of a retired minister near the present St. Stephen's College. Because of the small number in the first student body, a never-to-be-forgotten warm relationship existed between the faculty and students.

It has been a thrilling and most gratifying experience to observe the growth and development of our university from humble beginnings to the proud place now held as one of the foremost schools of learning in Canada.

On this occasion of the passing of the fortieth milestone, my heartiest wishes and fondest hopes are that our Alma Mater will go on and on to greater service in the fulfilment of "Whatsoever Things are True."

—F. S. McCall '12.

ARMA VIRUMQUE CANO

The man I refer to was the late Dr. Tory forty years ago in Strathcona. His arms were the student body of the new University, although we did not realize our importance.

My own experience was to settle in quarters at Alberta College, and to cross the low level bridge on foot to the upper floor of Queen Alexandra School. There I met President Tory and signed my name for Arts on the eighteenth line of a registration book. Junior Matriculation was required with two foreign languages, but conditions in these could be overcome by taking special University courses during freshman and sophomore years. Of the forty odd students who registered, only three had senior matriculation and were given degrees in 1911. A considerable number of graduates throughout the province joined the Convocation ad eundem statum upon payment of a \$5.00 fee.

My recollection is one of welcome and exceeding kindness from faculty and residents alike. The old timer who ran the government ferry a short distance

As September 23 last was the fortieth anniversary of the first registration day at the University of Alberta it occurred to one of those who were actually present on that day that some recognition of this day should be made in *The New Trail*. The above symposium is the result of our effort to comply and the editor offers his thanks to Mrs. Teviotdale, Mrs. Mitchell, Dr. Misener and Dr. McCall.

below the present high level bridge gave us a rate of 25c a week to make that short cut. After a sudden freeze, which laid up the ferry, he was out one morning to meet us at the foot of Scona Hill and refunded 15c each. Then he went to his death by drowning in a Northern river on the way to his homestead.

The faculty not only knew us rather intimately but were able to open their homes to our small numbers. On one occasion, when I had been quarantined during an English examination, the late Prof. Broadus gave me a special paper to write in his own study on a Saturday afternoon, and sent up his son Kemper to serve me with cakes and tea.

We wore our gowns at classes and at all formal functions to cover clothing sometimes shabby. Our academic standards were high, as some who transferred from Eastern universities were able to testify. What we lacked in equipment was made up to us by the personal touch of a splendid group of scholarly gentlemen.

—GEORGE D. MISENER '12.

It is years since I thought of that first registration day. I had been out from England for only a few days, and this was an ordeal for me and perhaps for the others as well. My spirits were rather low, for I couldn't help contrasting my former hopes for a career as a student at Cambridge with the realities, as I pictured them, of a brand new university in the Far West. I do not remember us as a particularly friendly group, that first day. Our attitude was very much like that of small children; we eyed one another warily and, I am sure, summed each other up—wrongly, of course, just as children do when they first meet. Actually, we had a grand four years together and have kept up our companionship ever since. As for my forebodings, I doubt that even now the University can give a better four years' course than we received. I feel that I owe a tribute of thanks to Doctors Tory and Sheldon for my life-long interest in mathematics, to Doctor Lehman for his friendly and profoundly competent guidance of my studies in Chemistry, and to Doctor Broadus for his unequalled lectures in English. Only Professor Sheldon is alive to receive my thanks personally, but all the students of those years will understand my desire to express my appreciation of the others.

I doubt that the University ever had a more loyal class than that first one or that any university ever had such intimate understanding between professors and students. We congratulate our Alma Mater on her past successes and wish her a brilliant future.

DECIMA E. MITCHELL '12.

With the talk of the new Students' Union Building buzzing in our ears, we, the students of another generation, are reminded of the days when the University was very young. Housed for the first three years in the attics of two different city schools and shushed in the library by the stern monitor in charge, we had for a meeting place only the corridors and cloak-rooms. Even the latter provided no freedom of speech; if our hilarity penetrated the adjoining class-room, as it frequently did, we were ignominiously put to flight, our gowns floating behind us.

It was while we were tenants of the Strathcona High School that the official

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Adventure in Friendship

J. W. E. Markle

Let us take a map of Alberta, large enough to allow a few important points other than Calgary and Edmonton to be seen without difficulty. Then let us clear away the clutter and lay it out on our desk, with the state of Montana under our chins and the Northwest Territories yonder on the opposite side. Now if we fold the map carefully, bottom to top, and make a sharp crease in the middle, we shall find that the city of Edmonton with the University of Alberta at its heart lies as far south of centre as McLennan is north of it. The town of Peace River, commonly regarded as being as far north as any ordinary person will ever want to go, is located only as far north of centre as Millet is south of it. This does not mean, of course, that the respective distances by road from the centre line are comparable; what it does mean is that we who live in and around Edmonton and commonly speak of this area as the North are far off the beam. This city because it is situated just where it is, near the centre of the province, is a strategic point. It is the bottleneck for all that vast block that lies on its northern horizon.

The Edmonton Chamber of Commerce, with the purpose of bringing the northern half of Alberta into sharper focus, set out recently on an adventure in friendship. It gathered up representative business and professional men in its ranks, among whom the University of Alberta was represented, and organized what it chose to call a Friendship Train. The avowed aim of the expedition was to prove to the Chamber's opposite numbers in the northland that the people of Alberta's largest centre of population are ready and anxious to be good neighbours; that they realize that their own prosperity and welfare depend on the goodwill of their cousins to the north, and that they are determined to do something about it.

Consequently at every meeting of host and visitor there was always first the hearty handshake and then a serious discussion of pressing problems. It was great fun. One could scarcely fail to notice at every point of call that our friends of the northern half were bent on living up to their reputation for hospitality and cordiality, and that was just as it should be. Certainly the welcome was overwhelming. Nellie McClung once remarked after one of her trips to this amazing country that her knife was never out of her mouth. The men who boarded the Friendship Train know now what she meant. It was most refreshing to feel a grip that mean something and to talk with people who had neither time nor inclination for perfunctory chat. But the serious note was always to be heard. The fact that the various problems of the southern and the northern halves of the province are inextricably linked was brought up again and again and discussed with the best good humour in the world. That too was refreshing. Our cousins to the north are big people—they believe in themselves. In this great Northwest, full of sweeping panoramas, incredibly vast, the challenge of bigness has aroused a vigorous response in the hearts of the people.

If there are those who still doubt, they must go and see for themselves. They

The editor of **The New Trail** was one of the party of Edmontonians who boarded the Friendship Train, September 26th to October 3rd, for a tour of the Peace River area

must go to that height of land that lies about thirty miles north of Grimshaw and see the valley of the Three Battles, truly a fairyland of farms and streams, limited only by the power of the eye to see. He must descend the hill and travel onward through miles and miles of rich arable land, punctuated here and there by villages, new and old. Here in the heart of this so-called Battle River country he will find a fitting testimony to man's vision and drive, the thriving town of Manning, snuggled comfortably in the valley of the Second Battle, and looking for all its newness, very little like a mushroom. He must proceed to the Third Battle, cross it, and wind his way up the heights that mark the northern boundary of this great plain. Then he must turn and look back. If this one trip alone into the hinterland does not stir the life within him, it is no use. He might as well go back home. He is not long for this world.

It is impossible within the limits of this article to speak at length of all the experiences that this adventure in friendship provided. But mention may be made of a few. There was the trip around the Grande Prairie district. A cavalcade of cars took the Edmonton ambassadors to see that great block of farm land, taking in the Wembley, Lake Saskatoon, Sexsmith and Grande Prairie regions. Here in this huge square, with Saskatoon Mountain sticking up like a sore thumb, were the farms that produce annually millions of bushels of grain. The view from the Richmond Hill clubhouse will not soon be forgotten; or that one from the high ground west of Spirit River, looking north and south, or that one seen from the train as it nosed its way above the river flats of the Smoky in the vicinity of Wattino. The visit to the Hythe-Valhalla area will be long remembered by those accustomed to think of the North as a land of muskegs and desolation. One could not help thinking that Valhalla, although it has no direct rail communication with the outside world, is indeed a fit home for gods and heroes, if they know what is good for them.

Indications of the spirit of progressive community spirit that really seems to thrive in this country were seen on every hand: the dam at Rycroft, by which the waters of the Spirit River will be backed up to furnish a water supply to as many as twenty thousand people; the splendid hall at Beaverlodge, housing a theatre, dance hall, library, school and lunch counter and overlooking a great fertile valley rimmed with snowy mountain peaks: the fine community structure of which Westlock is so proud, with its imposing front and spacious interior, and lastly, the remarkable volunteer crop of beards, now under cultivation as a community project at Sexsmith. It was observed that some of the growths were a bit reluctant, and there is a rumor, doubtless without any foundation, that the barber who designed some of the leading fashions has had to leave town. As far as the visitors were concerned, their cue was polite wonder. A friend cannot be sacrificed for the sake of a mere beard even if it be a monstrosity.

Here in this land of promise are to be found developments that speak of steady and purposeful progress. At Spirit River is to be seen an oil derrick, purported to be the largest in North America. Certainly it made any others this writer has seen look like toys. The Experimental Farm at Beaverlodge is doing a great work and its location on a wide hill overlooking a beautiful valley of farms and lakes on one side and the town of Beaverlodge on the other leaves

little to be desired. Then there is the Wanham project. It was not the privilege of this writer to visit this area in which thousands of acres per season are being prepared by the most modern methods for the settlement of returned soldiers, but those who did go to the project were deeply impressed. The Friendship Train party was especially fortunate in seeing one of the small gas wells at Rolla blow in with ear-splitting intensity and in being able to visit the site of another and probably more productive gas field. At Westlock, the first port of call on this odyssey of adventure, the honey extraction plant located in the town itself furnished the visitors with their first surprise. When many of them came upon the angry little bees, they were quite content to take the ponderous statistics for granted and regard from a respectful distance the "critters" who had made so many tons of sticky honey. Rumor has it, however, that one of the party became so "stuck" on the Westlock honey that he missed the train.

The representative of the University in this adventure into the land of tomorrow was naturally concerned with the opportunities for education. He took pains wherever possible to visit schools and to make friends with the teachers and boards. Everywhere there were unmistakable signs of progressive modernization of school facilities. The new plants at Grimshaw and High Prairie are models of the latest type and every effort is apparently being made all over the area of the Peace country to equip schools in conformity with the latest developments. Everywhere were heard expressions of gratitude for the work that is being done by the Extension Department of the University and requests for more. It was amply evident that in the stir of the retreating frontier education is not being neglected.

As if all this were not more than enough the itinerary of the Friendship Train included a sojourn through the famous Peace River Block of British Columbia. There was ample justification for this, for as one of its own officials said, this extensive acreage though geographically part of British Columbia, has always been economically linked to Alberta. Indeed it may be the construction of the Hart Highway, upward from Vancouver and eastward into this block which has aroused some suspicion on the part of Albertans as to the meaning of Vancouver's wooing gestures. But the trip up the Alaska Highway to Fort St. John was a delight and the bridge over the Peace River, now famous because of the many interesting facts connected with its construction, has been underrated. It has the strength of a Titan and the lithe grace of a deer.

But the journey through the country north of the Peace, moulten gold in the warm autumn sunshine, through Fairview, Berwyn and Grimshaw to the town of Peace River was something to lay away deep in one's memory. Anyone who has not seen the junction of the Peace and the Smoky from the dizzy height where Twelve-foot Davis lies buried has missed more than he knows. It is a view to be ranked with the finest which Alberta can offer and for this alluring northland it is the superlative touch.

In due course, the Friendship Train turned back from the end of the steel at Hines Creek where a steady downpour could not dampen the spirits of its people and meandered happily for the better part of a week all over this great territory, chatting, visiting, discussing and feasting. But all too soon it had to come back

through McLennan with its magnificent cathedral and prosperous-looking farmsteads, through the rich park land of High Prairie and its memory-haunted neighbour, Grouard, through the dark chill night air to Edmonton, the natural gateway to this astonishing land.

The next step in this gesture in friendship has now to be taken: the gate must be kept ajar. The problems of air and telephone services, bridges, warehouses, highways, railway facilities—at no point did the writer hear a request for a university—must be attacked with all eyes firmly focussed on the greatest good for the greatest number. Friendship can do much to turn the pulpwood into paper, the wheat into food and the muskegs into road beds.

For it is indeed a land of abundance—a welcome sight in these days when our ears are oppressed with the gloomy prognostications of those who tell us that there are in the world too many mouths to feed.

(THE FIRST FOUR YEARS—Concluded)

social life of the University got its start. Here the first "Conversazione" was held. This type of soiree seemed a fitting form of entertainment to a student body that was predominantly theological. It was the big function of the year to which the elite of the town, including government officials and their wives, were invited. So round the school's assembly hall, two by two, we walked in solemn procession, conversing as we walked.

"Will you walk a little faster?" said a whiting to a snail,

"There's a porpoise close behind us, and he's treading on my tail."

By the time the University had a home of its own in 1911 and was housed in its entirety in Athabasca Hall, the ban on dancing had disappeared forever. The dining-room and adjoining gymnasium made an ideal setting for the formal parties of the day.

Lucky the chap whose fair lady lived in residence in the days when taxis were not in vogue. If you lived on the north side of the river, you and your escort rode the street car over the Low Level bridge and made the long trip round by Whyte Avenue and back to within a few blocks of the University. We on the South Side made the trek on foot. Bundled in warm clothing to the point of incognito, our home-made hair-dos tied up in shawls, we braved the chilly blasts of winter to attend the dance.

Perhaps it was part of the thawing-out process that made those dances such gay and spirited affairs. We thoroughly enjoyed them, and, horrible to relate, our faces showed that we did.

As for the sit-down suppers. O ye cokes and doughnuts! Where are the oyster patties of yester year?

AGNES TEVIOTDALE.



Whiskeyjack . . .

And his servants came near, and spake unto him, and said, My father, if the prophet had bid thee do some great thing, wouldest thou not have done it?

The great things are those which all of us would do without hesitation—if we could. And sometimes we say, "If I were the President . . .", "If I were Attlee . . .", or "If I were Rockefeller . . .", and inflate ourselves a little in recognition of our own true greatness or benevolence. Nothing can shake our virtue on these occasions, and it would be rude indeed of our friends to point out that the architecture of our self-esteem is only such stuff as dreams are made on and towers upward from an *if*.

There is no great harm in these if-I-were's. Like the postulates of science, they may even generate new ideas, discover new truths. Or, followed up, they may, like those actions which bring about an equal and opposite reaction, create for us a new sympathy with those in whose shoes we imaginarily place ourselves, and help us to understand their difficulties, feel the weight of their onerous burdens. The view from

the outside looking in is never the same as that from the inside looking out.

Meantime, what about the little thing which the prophet *has* commanded? While we glow with visions splendid of the great benefits we would confer upon mankind *if*, are there small benefits which do lie within our power and which we neglect? It is not much to go out of one's way a little to guide the stranger in our midst. It is not much to act as though other people, and especially those a little lower in the worldly scale, were as sensitive and as easily hurt as we are, and as grateful as we for small courtesies. It is not much to remember how points of view differ, and that our trivial superfluities may represent wealth to others.

Or shall we modernize Naaman the Leper and say, "If I had a million dollars—a million dollars to spare—no worthy boy or girl in Alberta would lack an education."

NEW FRIENDS OF THE UNIVERSITY

July-September, 1948

Jeanette Farman, 2104 18 Street West, Calgary.

Thomas J. Costigan, Blairmore, Alberta.

Bursaries 1948-49

Friends of the University Bursaries are awarded to matriculants and undergraduates who make application for financial assistance. Only those with academic records of 65 per cent and over are eligible.

For 1948-49 the awards are as follows:

THE FRIENDS OF THE UNIVERSITY BURSARIES FOR THE 1948-49 SEASON

In Arts and Science:	Frederick William Dalby, Edmonton. Violet Fremlin, Edmonton.
In Commerce:	Gerald Wilfred Watkins, Calgary.
In Dentistry:	Duncan Clyde Elliott, Hanna. Pauline C. Have, Medicine Hat.
In Education:	Ivan Mallett, Hastings Coulee. Steve Nick Odynak, Smoky Lake.
In Household Economics:	Frances G. Little, Edmonton.
In Medicine:	Helen Isabel Huston, Macleod.
In Nursing:	Elizabeth Laura Heller, Beaverlodge.

THE FRIENDS OF THE UNIVERSITY MATRICULATION BURSARIES

Philip N. Garrison, Westlock.
Ross A. Garrison, Westlock.

N.B.—Friends of the University are those who subscribe five dollars a year or more to provide scholarships and research facilities, extras, for the University. They receive *The New Trail* without further subscription.—Ed.

Books of Our Own

AN INTRODUCTION TO MECHANICS

(by J. W. Campbell)

In writing a review of a technical book it is not customary to include vital statistics about the author. Since, however, many of the readers of *The New Trail* know Professor Campbell personally, I feel that some of these details will be of interest.

Professor J. W. Campbell was born on July 18, 1889 at Scotch Block, Ontario. He received the degrees of MA from Queens in 1913 and Ph.D. from Chicago in 1915. The University of Alberta appointed him to their staff in the fall of 1920 and he has been a staff member continuously since that time. With Dr. Sheldon's retirement Professor Campbell is now head of the Department of Mathematics. During the time that he has been here, Professor Campbell's main interest has been in the field of mechanics and he has published several papers representing original research in this field. Recognition of the value of this work came in 1936 when he was elected a Fellow of the Royal Society of Canada.

The new book "An Introduction to Mechanics" is the second book under the same title published by Professor Campbell. However, the revisions have been so extensive that the two books bear little resemblance to each other. This edition, attractively published by the Pitman Publishing Corporation, runs to some three hundred and fifty odd pages. The format is six by nine inches which will be recognized as a convenient size for a book of this kind. The pages are attractively printed in ten point type and with carefully drawn figures which add greatly to its usefulness. The cover of this well bound first edition is green and with the gold lettering gives it a University of Alberta flavour which, of course, is always good.

Many authors in the field of elementary mechanics make a deliberate attempt to avoid the use of the calculus. They succeed in this attempt only by making their statement of fundamental definitions and principles vague and difficult to understand. The present text avoids this usually fatal pitfall; the language of the calculus is introduced early and is used throughout the book. For this reason the

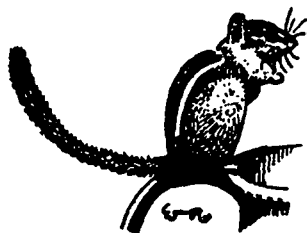
fundamental concepts such as mass, velocity, acceleration and force are introduced in a clear and logical way. The early introduction, in Chapter II, of vector notation offers an improvement over the earlier text. One could wish the use of this notation had been continued in some of the subsequent chapters.

The first half of the text deals mainly with plane kinematics and the dynamics of particles. This portion is designed to provide a one year introductory course in mechanics. In the last half of the text, the guiding principles for the dynamics of rigid bodies are set forth in detail and the decision to introduce a short final chapter on Lagrangian Mechanics was indeed a bold one, for such is not usually found in elementary work. The author is to be complimented for this departure, for there is always an advantage in using a book which, in spite of the fact that it pretends to deal only with the elementary aspects of the subject, goes somewhat beyond the customary limits. The growing importance of the Lagrangian system of mechanics, in the basic sciences, is alone sufficient to justify its introduction at the stage contemplated in this text.

Throughout the book there are many graded problems for the student. These problems have been chosen with care to illustrate the scope and applications of the principles of mechanics, which, themselves, are well supplemented with illustrative examples. Answers to the problems are given at the back of the book. This is, of course, a substantial aid in the case of self-instruction in spite of the fact that a very high percentage of them are correct.

Special mention should be made of the extensive chapter on flexible chains and cables. Much of the material in this chapter represents original research on the part of the author and this material becomes available in printed form for the first time in the present volume.

This new book by Professor Campbell is indeed a welcome addition to the text book field of mechanics. Its quality is attested by its adoption as a standard text by many of the leading universities in Canada and in the United States.—I F Morrison.



the chipmunk

By the time this column reaches its readers another Alumni Home-coming will have become part of the history of the campus. How appropriate that graduates of the University should return to it in the fall—a season that, at least in Alberta, seems to belong especially to "varsity", when the air itself carries the freshness and promise that go with the beginning of a new term and Nature turns the valley green and gold. Many a homecoming "grad" will be recalling the wondrous days when he was a freshman and all the world lay before him.

By now this season's freshmen who a week or so ago were squaws and braves, resplendent in green and gold headdresses, greeting their seniors with grunts of "Ugh" and "How", and addressing professors as "Great White One", are now all but indistinguishable (they hope) from upper class men. Registration this year reached by October 8 the 4,280 mark. For the first time in forty years no classes were held during registration week because of the large number of senior students, mostly veterans who have now reached third and fourth years.

New appointments to the staff for the 1948-49 session include, as well as a number of recent graduates, men from Eastern Canada, the United States and one from as far afield as India.

In the Faculty of Education, Mr. W. E. Hodgson and Mr. H. C. Melsness were appointed Assistant Professors of Education. Both are graduates of the University of Alberta, Mr. Hodgson holding the B.A. and B.Ed. degrees and Mr. Melsness the B.Sc. Both have taught in Alberta schools and have recently resigned their positions as school superintendents in the Department of Education.

Mr. E. W. Buxton will be Assistant Professor of Education in the Calgary Branch. He is an Arts graduate of the University of Alberta and will receive the Bachelor of Education degree at the coming fall convocation. He has taught at Fort Saskatchewan and at Garneau High School, and for the past ten years has been on the staff of the University High School.

Mr. Cyril Hampson, an Arts graduate of the University of Alberta, at present on the University Intermediate School staff, will take over Professor H. A. MacGregor's duties in the Faculty of Education while he is on leave of absence for four months.

To assist with instruction in the new course in Petroleum Engineering, Mr. J. W. Gregg has been appointed Assistant Professor, and will join the staff in September 1949, after completing his present programme of post-graduate work at the University of California. Mr. Gregg began his studies at the University of Alberta and then transferred to the University of California, where he obtained the degree of Bachelor of Science in Petroleum Engineering in 1944. After graduation he was employed with the California Standard Company and with Denton Spencer Co. Ltd., both of Calgary. He returned to the University of California in 1947, and since then has been employed as an assistant in the Department of Civil Engineering, while continuing advanced study.

In the Department of Civil Engineering, Mr. D. E. A. MacKay, who holds the degrees of Bachelor of Mechanical Engineering from McGill University and Master of Commerce from the University of Toronto, was appointed Sessional Instructor. The following, all recent graduates of the University of Alberta, will also be Sessional Instructors: Miss E. Virginia Webb, G. F. Coates, C. D. Smith, E. L. Fowler and P. J. Rivard.

Early in November Mr. Donald B. Robinson will take up the duties of Assistant Professor of Chemical Engineering. He holds the Master of Applied Science degree from the University of British Columbia and at present is continuing post-graduate work at the University of Michigan. Mr. R. L. McDougall was appointed Sessional Lecturer in Chemical Engineering. In 1945 he graduated from the University of Alberta with first class general standing in Chemical Engineering, and is at present employed at Chemicals Limited in Montreal. Also a Sessional Lecturer in Chemical Engineering is Mr. A. L. Scott. He is a graduate of the University of Toronto, and during the past year he has been continuing graduate study at that university, while serving as a part-time lecturer.

In Civil Engineering, Mr. Thomas Blench, a graduate of the University of Glasgow, was appointed Special Lecturer. He has had wide experience in irrigation engineering work in India and has carried on research studies in the United States, England and France. During the war he served in the Royal Indian Engineers. In 1947 he was appointed Director of Irrigation Research for the Punjab and held this position until he retired from that service early this year.

Mr. W. W. Happ was appointed Assistant Professor of Physics. He holds the B.Sc. degree from McGill University and the S.M. from the Massachusetts Institute of Technology. During the past year he has been continuing post-graduate study at Boston University. A Sessional Instructor in Physics is Mr. W. W. Kerr, an M.Sc. graduate from Wayne University.

Dr. Virginia M. Lemieux will be a Sessional Lecturer in Chemistry. She holds the B.Sc. degree in Honours Chemistry from Queen's College, Flushing, N.Y., and the Ph.D. degree from Ohio State University.

Mr. Thomas Wise has recently arrived from England to become a Sessional Lecturer in Political Economy. He is a graduate in economics of Cambridge University. During the War he served for three years in the R.A.F., first as staff pilot and then as accountant officer.

Mr. George Samuel, who has recently come to Canada, will be a part-time Sessional Instructor in French and Assistant to the Registrar. He is a graduate of the University of

Glasgow with first class honours in Classics and in Latin and French. For fifteen years he was a member of the Indian Civil Service, and was Collector for the city of Rangbon at the time of his retirement from that Service.

Mr. Robert Stuart will be Lecturer in Drama. With the exception of two years at Cambridge University and five years' service with the R.A.F., his career has been spent in the theatre. For several years he was engaged, both as actor and as stage director, in the professional theatre in England. Since coming to Canada in 1947 he has worked with Little Theatre groups, lecturing and directing, and this spring travelled across Canada adjudicating the Regional Drama Festivals. During the summer he has been lecturing in the Summer School of the University of Western Ontario.

Mrs. Jean MacLean, B.A., M.Ed., A.T.C.M., R.M.T., will serve as part-time Instructor in Music.

New Lecturer in Physical Education is Mr. H. J. McLachlin. He is a graduate of Westglan High School in Edmonton. After three years' service in the R.C.A.F., he attended McGill University, receiving the Physical Education degree this spring.

Miss Margaret J. Lipsey will be the dietitian in the Education Cafeteria for the coming session. She is a graduate in Household Economics of the University of Alberta and has recently completed student dietitian training with the T. Eaton Company in Montreal.

In the Faculty of Medicine several part-time appointments were made: Dr. F. B. Rodman, Lecturer in Therapeutics, Dr. R. Poirier, Instructor in Pediatrics, Dr. S. S. Spaner, Instructor in Psychiatry, Dr. H. E. Duggan, Instructor in Radiology, Dr. T. G. Otto, Demonstrator in Anatomy, Dr. J. A. Gillett, Squadron Leader J. D. Munroe and Mr. D. R. Stanley will be Sessional Instructors in Bacteriology; Dr. A. W. Hardy and Dr. J. M. M. Lees will be Instructors in Surgery; Dr. W. J. Downs, Instructor in Medicine; Dr. J. H. Sturdy, Honorary Instructor in Pathology; Dr. A. L. Peers, Demonstrator in Medicine.

Mr. A. D. Bassett and Mr. Ralph Hanson were appointed part-time Instructors in the Diploma Course in Dairying.

Mr. H. A. Rigney, who received the M.Sc. degree from the University of Alberta in 1946, was appointed Sessional Instructor in Animal Husbandry. The following, all recent gradu-

ates of the University of Alberta, will be Sessional Instructors in Electrical Engineering: H. Neelands, P. Petrashuyk, H. H. Dofka, and C. G. Michie.

A retirement and several resignations have recently been reported to the Board. On the occasion of his retirement, Dr F H H Mewburn was appointed Honorary Clinical Professor of Orthopaedic Surgery, in recognition of his many years of service to the University. Dr G. O. Langstroth, formerly Professor of Physics, has left the University to accept a post at the Suffield Experimental Station. Mr. G. K. Haverstock, Associate Professor of Education, has resigned to rejoin the Department of Education staff. Mr. J. M. Scott, Associate Professor of Education in the Calgary Branch, has resigned because of ill health. Miss S. J. Murray, who is to be married soon, has submitted her resignation as Lecturer in Household Economics. Mr. H. W. Hewetson, Assistant Professor of Political Economy, has accepted a position at the University of Virginia. Mr. E. K. Cumming, Lecturer in Mechanical Engineering, is going into business in Edmonton.

Three very recent graduates have brought honour to the university by winning major awards. The Direction Generale des Relations Culturelles of the Ministry of Foreign Affairs in Paris has granted scholarships for 1948-49 to two Alberta students. They are Miss Marguerite Aurelia Primeau, who is receiving the scholarship for the first time, and Miss Donna Frazer, whose scholarship has been renewed from last year.

Miss Primeau was born in St. Paul, Alberta, but has recently lived at Breynat. She graduated from the University of Alberta with First Class General Standing in 1946, having specialized in Modern Languages. In 1948 she received the degree of M.A. here on the basis of a thesis on Baudelaire. During the past two years Miss Primeau has been a sessional instructor in French at the University of Alberta and this summer she is teaching French in the Montana State University at Missoula. Miss Primeau expects to leave for France early in September.

Miss Donna Frazer is the 19-year-old daughter of Mr. and Mrs. E. A. Frazer, 14620 Stony Plain Road, and studied for some years under Madame Le Saunier, one of the leading teachers of music in Edmonton and a former pupil

of M. Cortot in Paris. Miss Frazer already held the A.T.C.M. and L.R.S.M. with high honours when she was awarded in 1946 the diploma of Licentiate in Music by the University of Alberta. Last year she received a French Government Scholarship, offered through the Western Board of Music, and commenced work under Maitre Jules Gentil of the Conservatoire National de Musique in Paris. At the same time an audition was held by the great French artist, Cortot, and her ability was immediately recognized. She was accepted by Maitre Gentil as one of three private pupils. The French Government Scholarship was renewed in her case at the personal request of Gentil, and it is understood that this is the first time such an interest has been taken in a scholarship winner. Miss Frazer was recently chosen to be a member of the class attending a Master Course to be given by Cortot this fall at the Lausanne Conservatoire, Switzerland. Attendance is by invitation only, and during the month of August she received special coaching at the home of Maitre Gentil.

The third award winner is Mr. Eoin L. Whitney, who last year was in the first five competitors for the Putnam Prize Scholarship of \$1,500 to Harvard University. This year he topped the list. This competition is open to students of mathematics in the entire continent, and the scholarship brings great distinction to the holder and to his institution.

Mr. Whitney graduated from the University of Alberta in the spring of 1948 with First Class Honours in Mathematics, also winning the Governor-General's Gold Medal. He is the son of R. L. Whitney of Red Deer, and attended high school in that city. He came to the University of Alberta in 1939 and then interrupted his studies to spend five years in the R.C.A.F. On his return to the University in 1946 he served as a part-time instructor.

Lately Mr. Whitney was appointed a Research Fellow at the California Institute of Technology, Pasadena. There he will be one of a group of five workers who are to undertake the editing of the mathematical papers of the late Professor Harry Bateman. Mr. Whitney will be able to complete this work, since the Putnam Scholarship may be used by him at any time during the next few years.

The new \$85,000 dental clinic, located in the east wing of the medical building, was

formally opened on Saturday, September 18. The ceremony was attended by prominent members of the university and the provincial government. Dr W. Scott Hamilton spoke of the importance of the clinic's work and stated that with sufficient funds and public support such clinics might one day virtually eliminate tooth decay. He also stressed the danger of too narrow specialization in a field such as dentistry. Dr W W Cross, provincial Minister of Health, officially opened the clinic. Mr. Justice Parlee spoke on behalf of the Board of Governors, and Dr G Fred McNally, Chancellor, on behalf of the senate and faculty. Dr G B Caird of St Stephen's College led the dedication.

A two-day refresher course was held on the Monday and Tuesday following. About one hundred and fifty dentists, mostly from Alberta, were present. Attending the opening of the clinic were a number of prominent Canadian dentists including Dr Roy E Ellis, dean of the dentistry faculty at the University of Toronto, Dr Howard Merkley, president of the Canadian Dental Association of Winnipeg, Dr L J B Faskin of Regina, president of the

Western Society, Dr Ross Gibson, of Medicine Hat, president of Alberta Dental Association.

In his speech at the opening of the clinic, Mr Justice Parlee spoke of Dr. Hamilton as a man who "wanted the best and whose patience and efforts were rewarded." Dr. Hamilton has recently received recognition of his work in being elected a Fellow in Dental Surgery of the Royal College of Surgeons of England. The College is empowered to elect a limited number of qualified dental surgeons to the Fellowship without examination, and this honour has been conferred on Dr. Hamilton in recognition of his outstanding contribution to dental education and practice in this country.

Dr Hamilton has been a member of the University staff since 1926, when he was appointed Instructor in Operative Dentistry. Since then he has been closely associated with the growth of the Faculty of Dentistry, becoming Professor and Director of the School in 1942, and Dean in 1944, when the School became a Faculty.

—Edith Park, Editor.

News From The Branches

Vancouver

Last July the Alumni Secretary was able to combine a visit to the Vancouver Branch with a conference of the American Alumni Council, meeting in Vancouver. The occasion was to be a big roundup picnic at Kitsilano Beach. The committee had gone to real pains for a great rally. But the weather man was in a sour mood and the rain came and the wind blew and beat upon the few brave alumni who turned out. However those who did defy the cold managed to find a sheltered corner where they could get their backs against trees large enough to cut the force of the wind and listened patiently to the accompaniment of chattering teeth as their visitor explained some of the aims and plans of the Alumni Association. One of those present took a picture of the group but we regret that it is too dull for reproduction.

However the picnic has borne good fruit for the last communication from Gertrude Gattenmeyer, vice-president of the branch, sounds

very encouraging. This is what she says:

"We are having a dance in the ballroom of the Georgia Hotel on Saturday, October 16, dancing from 9:00 to 12:00 and a cocktail party on the mezzanine from 8:00 to 9:00 (mixers only supplied) at the price of \$4.50 per couple. Faculty representatives are selling the tickets. The business of having an election has been a major problem—so this is the plan when people arrive at the dance they will be confronted by three people, one taking tickets, another collecting fees and still another accepting nominations. We appointed ourselves the nominating committee and have drawn up a slate and are hoping for further nominations at the dance. Then the elections will take place by mail."

We hope the party was a great success and that the alumni in Vancouver will not forget the drive for membership.

Ottawa

The President of the University, Dr. Newton, has recently returned from Ottawa. We note

with pleasure that the alumni in that city arranged a dinner meeting for Dr. Newton on Friday, October 1, in the Y.W.C.A. The President has expressed to us his pleasure at meeting so many of the Ottawa graduates and seemed very happy about the arrangements for his reception.

Medical

The Medical Branch has just completed its re-organization for another year. The occasion was the annual meeting of the Alberta division of the Canadian Medical Association. On Wednesday, September 24 the Conn Memorial Lecture, based on the life of William Smellie, was delivered by Dr. Murray Blair of Vancouver. On the Friday evening following, the Medical Branch of the Alumni Association of the University of Alberta held its annual reception and dinner followed by an election of officers. The new officials are: President, Dr. J. W. Bridge (Edmonton); Vice-President, Dr. Smith Gardner (Calgary), Secretary, Dr. J. W. Duggan (Edmonton), Treasurer, Dr. E. Hitchin (Edmonton); Executive Members, Dr. E. W. Watts, Dr. J. M. Lees, and Dr. C. R. Dobson, all of Edmonton.

Dental

We are happy to announce the formation of a new branch. On the occasion of the refresher course held in connection with the opening of the new dental clinic in the east wing of the Medical Building, more than one hundred graduates in dentistry assembled at the Macdonald for a reception and dinner meeting. The speakers were G. W. Auxier, Edmonton barrister, Dr. H. A. Gilchrist, former professor in the faculty of dentistry, and Dr. W. H. Swift, president of the alumni association. Dr. P. J. Kendal and Dr. F. Gowda, both of Edmonton, are president and vice-president respectively of the new branch.

Nurses

We are pleased indeed to have the following report from the President of the Alumnae Association of the University of Alberta School of Nursing.

"The Alumnae Association of the University of Alberta School of Nursing has had a very active year. The provision of a comfortable, pleasant meeting place in the new nurses' residence has been an attraction which has contributed to a greatly increased attendance at the monthly meetings. Meetings are held

the first Tuesday of every month, with the exception of July and August.

"One of the major projects of 1948 was the revision of the existing Constitution and By-Laws of the Association. The name has been changed to the "Alumnae Association of the University of Alberta School of Nursing". Membership is both active and inactive, associate and life, with fees of \$2.00 for the first mentioned, \$1.00 of which goes to the General Alumni Association of the University of Alberta for membership in that Association. Miss G. A. Revell and Mrs. Josephine Ward have already become life members with the payment of the fee of \$25.00. The Honorary members are Miss Helen E. Penhale, Director of the School of Nursing, and Miss Helen Peters, Superintendent of Nursing Service.

"The sum of One Hundred Dollars (\$100.00) of the general fund of the Association has been specified for a Benefit and Loan Fund, to be called upon by graduates of the University of Alberta School of Nursing if needed to meet personal emergencies. The amount borrowed shall be refunded to the Association if and when possible, otherwise, it need not be returned.

"A drive for membership is a continuous activity and a responsibility of all. It has been a source of satisfaction to hear from some of the graduates who may have neglected to keep up their association with the Alumnae, offering their much needed loyal support so necessary for the successful functioning of any organization. Every nurse graduating from the School is, upon graduation, presented with a membership in the Association and no annual membership fee is required for the current year.

"Each year in the month of September, an "At Home" is held in the nurses' residence to which as many graduates as can be contacted are invited. It has been, in the past two years, a most successful undertaking because it brings together graduates who are not always able to attend the regular meetings and is a good beginning for the fall activities.

"The fiscal year of the Association has been changed to the calendar year so that fees will be payable each January and the new Executive will assume office at the same time.

"The present Executive has been hopeful that Chapter Associations might be started in the various centers where there may be graduates.

(Concluded on Page 246)

Alumni Notes

'10

R. Floyd Marshall was a most interested visitor to the campus in August. Floyd tells us that he was a member of the second class at the U of A. Now a resident of Los Angeles, he is an accountant with Schick, Marshall & Co., 7005 South Western Avenue.

'15

On a recent trip to southern Alberta, our secretary met **Gordon Steeves** of Blairmore, and had a good jaw over old times. Gordon was a campus figure in the year '15.

'23

While holidaying in Vancouver this summer, **Geoff Taylor '23** saw **Rev. Douglas H. Telfer '14**, **Ken '31** and **Mrs. Argue**, (Mrs. Argue is the former **Jean Irwin '36**), **Phil Wilson '35** and **Dr. S. R. Tompkins '24**. Dr. Tompkins, Professor of History at the University of Oklahoma, spoke on "Russian Isolationism" at U B C.

'25

Bertha Studholme received the degree of master of science in home economics in recent convocation exercises at Iowa State College. She has been on leave of absence from University High School for the past year.

'26

Winnifred Moyle has been selected by competitive examination for the post of hostel manager at Laurentian Terrace in Ottawa, and will take up her new post on September 20th.

Mr Markle reports also that Mrs A W Allan (nee **Dorothy McAlpine**) of Cardston is just home with a new daughter—her fourth!

'29

Matthew Halton, CBC overseas correspondent, was in Edmonton for a brief visit early in August. He addressed a combined meeting of the Kiwanis Club of Edmonton and the South Edmonton Kiwanis Club.

'30

Donald B. MacKenzie, solicitor in the Attorney General's Department since 1937 has resigned from this post and intends to return to private practice in this city.

Dr. Harry K. Brown has been appointed to head the dental health division of the Department of National Health and Welfare.

'31

Emrys Jones, director of drama at the University of Saskatchewan, was the guiding hand behind a troupe of players from that university who toured rural Saskatchewan this summer.

'32

Fred Ennis tells us that he will be teaching in Coquitlam High School, near Vancouver, this year.

P. D. Hargreave, superintendent of the Provincial Horticultural Station at Brooks, is sailing for England in late September to do post-graduate research at Wye College. He has been awarded a British government scholarship in agriculture.

'33

Born to **Dr. and Mrs. E. W. Svarich** of Vegreville on September 5, a son.

'34

Josephine Mitchell has been appointed to the faculty of the University of Illinois as assistant professor of mathematics.

Dr. M. L. Keith advises us that he left Queen's last year, and that his present address is: Geophysical Laboratory, 2801 Upton Street, Washington, D C.

'35

The General Secretary reports a pleasant hour or two looking over **Lucien Dworkin's** collection of snapshots. If you're ever passing through Bellevue, be sure to give Lucien a call and see some of his exquisite kodachromes.

Dr. J. W. Chalmers dropped into the office recently to report progress at Killam and prospects of a house in Sedgewick for his family. Mrs Chalmers (the former **Dorothy Niddrie**) will be teaching household economics at Sedgewick this term.

Eleanor Blow Harrison reports that she is now settled at 444 Seymour Street, Vancouver.

We have learned that **E. L. Erickson** is now located in Los Angeles and is geophysicist with Continental Oil Company there.

T. Paul Malone has been appointed information officer at the Canadian Embassy in Washington.

In an Indiana University News Bureau bulletin we find the announcement that **William A. Hutton** has recently received a master of science degree in recreation.

'37

Dr. T. H. Evans was also a recent Edmonton visitor who dropped in to have a chat with our secretary. He is doing research work for Dominion Rubber Company of Guelph, Ontario. Dr. Evans tells us that **Dr. Marshall Kulka** '35 and **Dr. Archie Gillies** '39 are with Dominion also.

'38

Wing Commander **W. C. Van Camp** has been named to command the R C A F station at Centralia, Ontario.

'39

Dr. Maurice Pechet, now of Boston, has been given the National Borden Award in the United States for his research in medicine. Dr. Pechet is a member of the faculty of Harvard Medical School, and of the staff of Children's Hospital in Boston. He is also resident senior doctor of Lowell House, Cambridge.

Born to **Mr. and Mrs. A. F. Deverell** of Rocky Mountain House on August 6, a daughter, **Frances Leigh**

George W. Robertson has received a M.A. degree in meteorology from the University of Toronto. George was weather instructor, forecaster and officer in charge of the weather section at No. 2 A.O.S. in Edmonton, during the war years.

DeLyle B. Boese, production superintendent of Trinidad Leaseholds Ltd., Forest Reserve, Trinidad, B.W.I., sends news on a number of our graduates. "**D. McArthur** and **C. W. Coote** (Chem '39) are no longer here." (McArthur is at Sarnia, Coote at Calgary). **K. Balderson** (Elect '39) is back in Magrath. **Norman McLean** (Civil '32) works with me and **John Collier** (Chem '34) is in our refinery at Pointe a Pierre."

John E. Oberholtzer, who has been with the Research Council as industrial engineer for the past two and a half years, has been appointed the province's new Deputy Minister of Industry and Labor.

'40

Lelia Scott, who has been in Vancouver for some time, was recently married to **Norman P. Hager** of Vancouver. The wedding took place on July 31 in St. Stephen's College in Edmonton.

Major **Leslie J. Brown**, R.C.E., son of Mr. and Mrs. H. P. Brown of Edmonton, has been

selected to attend Staff College, Camberley, England. Major Brown has been in Ottawa.

Rosemary Gaboury is residing in San Francisco and doing secretarial work for a San Francisco real estate firm.

From the University of Minnesota comes news of advanced degrees having been awarded three of our graduates. **Elwood W. Stringam** '40 received the degree of doctor of philosophy, **Henry Stelfox** '42 received the master of science degree and **John A. Toogood** '41 received the doctor of philosophy degree. Dr. Toogood will be with the department of soils at the university this coming session.

Mr. and Mrs. H. 'Jud' Bishop are happy to announce the arrival of a son, **James Craig**, on August 3rd. Mrs. Bishop is the former **Lenore Craig** '41.

'41

More news gleaned from the sunny South. **W. R. 'Bill' Cornyn** '41 has his own drug store at Pincher Creek, **Dr. C. A. Ross** '43 has been in Bellevue since the first part of July, **E. J. Panchysyn** '47 of Blairmore is strip mine manager of the Green Hill Mine of West Canadian Collieries, and **David Brown** '41 is finally settled, living at Blairmore, and also with the Green Hill Mine.

Born to **Dr. and Mrs. J. W. Neilson** (nee **Beth Sovereign**) on August 30, a daughter.

'42

Elio D'Appolonia has been appointed professor of civil engineering at the Carnegie Institute of Technology at Pittsburgh, Pa. He recently completed his doctorate of philosophy in civil engineering at the University of Illinois.

John Penley of Calgary tells us that he has a new drug store this year.

At the present time **Rev. H. A. Cantelon** is attending the Pacific School of Religion at the University of California. Rev. Cantelon has been in Vegreville for quite some time.

From Seattle comes big news. Mr. and Mrs. J. G. McPhee (the former **Gerdine Rowan**) announce the birth of their son in early August.

'Edge King dropped into the office for a chat the other day. Since his discharge from the navy, he and Mary (**Mary Phillips** '43) have lived at Fernie, B.C., where Edge is with the East Kootenay Power Co. They have a son who is two years old.

Thorleif Fostvedt was awarded the master of science degree in mathematics from the University of Chicago this year. He will again lecture in mathematics at this university.

Wilf Archibald has recently been appointed to the Attorney General's Department of the Provincial Government

'43

Margie McCrea dashed off a note to us to advise us that she was leaving in September to teach in England, and that her new address would be: Bedgebury Park, Goudhurst, Kent.

A wedding of wide interest in Edmonton took place in September in St. Paul, Minnesota, when **Sheila Jean Murray** became the bride of **Walter D. Gainer**. Mr and Mrs Gainer will make their home in Boston where Walter will attend the MIT, where he holds a scholarship in industrial economics

W. O. 'Bill' Mitchell, author of **Who Has Seen the Wind** has been appointed fiction editor of **Macleans**.

'44

Three weddings of great interest to the class of '44 took place recently in widely separated spots, when **Dr. James Beatty Wallace** was married to **Velma Lorraine Clark** of St. Paul, in Montreal, **Bob Hole** took **Molly Lancaster** of Vancouver as his bride, and **Jessie Galbraith** became the bride of **Hugh A. Rigney** in a ceremony in Ponoka, Alberta. Mrs. Rigney is a 1948 graduate of the University Hospital Training School

William B. McCormack has been awarded his doctor of philosophy degree from the University of Wisconsin. While visiting in Edmonton he dropped in to give us his new address: Jackson Laboratory, E.I. Du Pont, De Nemors P.O. Box 525, Wilmington 99, Del

Born to **Dr. and Mrs. W. R. Keir** (nee Helen Mayhew) of Barrhead on August 29th, a daughter, **Cathy Jean**

Jack Forster, who has been with the department of civil engineering at the U of A. this past year, has accepted a position with the Sao Paulo Tramway Light & Power Co. Ltd. of Sao Paulo, Brazil.

'45

Miss **Carrie Engbloom** of Wetaskiwin recently became the bride of **Leslie W. Nelson**. Mr. and Mrs. Nelson intend to make their home in Port Arthur.

Kathleen Smith Desjardine, who, although

she left the alumni desk quite some time ago, is still looking after our interests, tells us that brother **Allen C. Smith** '42 is a consulting engineer and architect at Vancouver, and that her sister, **Dorothy M. Smith**, has her M.Sc. from Pullman and is now a dietitian at Vancouver General. She tells us too that **Margaret McKenzie** '43 is Mrs. Harry Lawrence as of December 1947 and lives at Sicamous, B.C.; **Anne Semak** '46 plans to attend U.B.C. for a B.A. degree this fall, and **Mavis Mallebone** '47 is going to teach again at Milk River.

We're very proud of Kay who recently walked off with a big prize in our local "Loveliest Mother" contest.

Patricia Wyatt visited Edmonton this summer from East Lansing, Michigan, where she is attending Michigan State College. Pat is studying for her M.Sc. degree in nutrition.

Marguerite Primeau has been awarded a scholarship by the 'Direction Generale des Relations Culturelles' of the ministry of foreign affairs in Paris, and will leave for France in September

Marjorie Fazackerley '46, dietitian-in-charge at the Charles Cammell Indian Hospital in Edmonton, tells us that **Betty Bartman** '40 has gone to New Zealand to take a position with the New Zealand Government in the Wellington Hospital

Ken Hart has been appointed lecturer in physics at Acadia University at Wolfville, N.S. Ken was recently married to **Lorna Boon** '48.

'47

Lillian Gehrke has been awarded the Provincial Chapter of Alberta I.O.D.E. bursary in social work and will attend U.B.C. this fall.

From Yellow Grass, Saskatchewan, comes news of the marriage of **Iva E. Paton** and **Joseph S. Dorey** of Swift Current. The bride is a 1947 graduate in public health nursing. Mr and Mrs. Dorey will make their home at Leader, Saskatchewan.

Doug Baines spent a short time in Edmonton this summer. He received his M.Sc. degree from the University of Iowa, and will return to continue his studies there this year.

Summer weddings hold the spotlight for '47 graduates also.

Norma Howard recently became the bride of **James David Balfour**.

Doris Margaret Taylor was married in early September to **Ronald Lilley**. Both Mr. and Mrs. Balfour and Mr. and Mrs. Lilley will be making their homes in Edmonton.

John A. Randle and **Jeanne Gauld** were married on September 16th. John is now on the staff of the engineering faculty here.

In a wedding ceremony which took place in Guelph, Ontario, **Dorothy Wiltzen** of Leduc became the bride of **Robert Shortreed**. They are making their home in Hamilton, where Bob is with Canadian Westinghouse Co. Ltd.

Stewart Dallyn, who has been awarded an Agriculture Institute of Canada scholarship, will continue his studies at Cornell University this year.

'48

Two of our '48 graduates, **J. Lawrence Northey** and **Reginald Donovan** have announced the opening of the new Northey Drug Store located in the Bonnie Doon district in Edmonton.

Peter McCalla has been appointed horticulturist in the field crops branch at Brooks, Alberta.

Mr. and Mrs. Bruce Tiffin are making their home at 522, 18th Ave. West in Calgary. Mrs. Tiffin is the former **Joyce Bellows**.

George Hardy left in mid-September for Syracuse University, Syracuse, New York, where he has an assistantship in the history department.

On August 25, wedding bells rang out for **Murray Smith** and **Rean Elston**. They are

living in Blairmore, where Murray is teaching "maths" and sciences.

Perhaps you'll be interested in knowing the whereabouts of a few of those persons doing post-graduate work this year: **Robert Dingwall** has gone to the University of Illinois; **Wesley Crowle** will study theology at the University of Toronto; **Alex Markle** has gone to Carleton College, Ottawa, to study journalism; **Don Currie** is going to the University of Colorado; **Gerald Fasman** is attending the California Institute of Technology at Pasadena to do post-graduate work in chemistry; **Marjorie Davidson** intends to return to the U. of A., as do **Ken Hisaoka**, **Ernest Hodgson**, **Crawford Ferguson**, **Gordon Scruggs**, **Audrey MacDonald**, **Eldon Fowler** and **Charles G. Michie**.

Dr. Gordon Anderson is taking a post-graduate course in child dentistry in Boston, and **Dr. Van Christou** is undertaking a similar course in Rochester. **Bob Airth** is hard at work at Washington State College; **John Jensen** is at Wisconsin, **Agnes MacKenzie** at California; and **John Colvin** at Minnesota. **Arthur Metzner** is a student at MIT in Boston, **M. Bruce McKenzie** is taking graduate work at the School of Social Work, U.B.C.; **Herbert Wahl** is attending the University of Toronto; and **Arnold Lesk** has been awarded a fellowship and will attend the University of Illinois.

—K. Bendikson, Editor

News from the Branches (concluded)

of the School. Would all who read this copy of 'Trail' give some thought to the matter and perhaps initiate plans for a Chapter in their locality! Any correspondence offering ideas and suggestions regarding this or other projects that would contribute to a success programme for your Alumnae will be much appreciated.

"The Annual Dance is to be held at the Trocadero Ballroom on Wednesday, October 27th. Please come out and support your Alumnae.

"A new adventure in the programme for raising funds is a bazaar, scheduled for Wednesday, November 3rd. Graduates, students, and members of the Alumnae have been working diligently under the guidance of Mrs. H. E. Duggan (nee Sadie Jones) with the result

that we have many beautiful articles for sale. The Alumnae owes a debt of gratitude to Mrs. Duggan and her committee and all those who are so eagerly and willingly working for this project. The money thus raised will be used for a scholarship fund, as well as other needs, which will be discussed and publicized at a later date.

"We are anxious to make our Alumnae an outstanding organization and can only do so with the support, interest and enthusiasm of every graduate of the School. Please give your assistance by writing to us or coming out to the meetings to offer your opinions and ideas.

"We will appreciate hearing from you and will welcome your membership."

—M. L. McCulla, President

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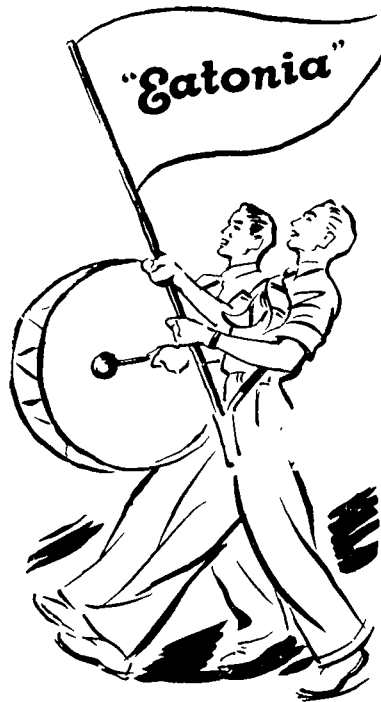
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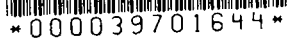
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Readers of **The New Trail** will have little difficulty in identifying the scene on the cover of this issue as their own beautiful Moraine Lake.

The artist, Mr. J. B. Taylor, A.O.C.A., Painting Division of the Department of Fine Arts, states that this was one of the locations for students of painting at the Banff School of Fine Arts.

Mr. Taylor is well known in Edmonton. After a successful career as student and instructor in the East he joined the R.C.A.F. in 1941 and for four years conducted art classes throughout Canada. He was stationed at the North-West Air Command in Edmonton for two years during this period and exhibited in the Arts Building of the University in 1945. At that time he showed eighteen pictures of the latest types of aircraft used in the R.C.A.F. during the war.

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